DOCUMENT RESUME

ED 340 840 CE 059 671

AUTHOR Gaskill, Melissa Lynn
TITLE Apparel Marketing. Student Manual and Answer Book/Teacher's Guide.
INSTITUTION Texas Univ., Austin. Extension Instruction and Materials Center.
SPONS AGENCY Texas Education Agency, Austin.
PUB DATE 91
NOTE 102p.
AVAILABLE FROM Extension Instruction and Materials Center, University of Texas, P.O. Box 7218, Austin, TX 78713-7218 (teacher's guide, order no. DE 419 A: $6.50; student manual, order no. DE 419 S: $8.00).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Guides - Classroom Use - Instructional Materials (For Learner) (051)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Assignments; Competency Based Education; *Distributive Education; Facility Inventory; *Fashion Industry; Instructional Materials; Job Training; *Marketing; *Merchandising; Postsecondary Education; Purchasing; Retailing; Salesmanship; Sales Workers; Teaching Guides
IDENTIFIERS Distributive Education Clubs of America

ABSTRACT

This document on apparel marketing contains both a student's manual and an answer book/teacher's guide. The student's manual contains the following 16 assignments: (1) introduction to fashion and fashion merchandising; (2) current fashion; (3) careers in fashion; (4) buying; (5) retailing; (6) merchandise basics; (7) merchandise--promotion and presentation; (8) women's merchandise--promotion and presentation; (9) men's merchandise--promotion and presentation; (10) children's merchandise--promotion and presentation; (11) shoes; (12) preparing marketing plans; (13) selling; (14) inventory control; (15) loss prevention; and (16) trends--past, present, and future. Each assignment may contain objectives, questions, activities, and figures. The teacher's guide has two parts: using apparel marketing for independent study and classroom instruction and answer key. The first section has six parts: assignments and objectives; marketing education essential elements related to content; tasks done on the job in apparel marketing and selling ready-to-wear; key competencies based on the National Curriculum Framework; information on Distributive Education Clubs of America competition; and sample training plans. The answer key contains answers to all assignment questions and examples of some assignment activities. (NLA)

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Apparel Marketing

By

Melissa Lynn Gaskill

Published by

The University of Texas at Austin
Extension Instruction and Materials Center
Division of Continuing Education

Developed under a contract with

Texas Education Agency
Austin, Texas

1991

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Printed in the United States of America

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Curriculum Specialist / Jim Cockrum
Editor / Ann Gallaway
Cover Art and Illustrations / Ben E. Smith, Jr.
Production Coordinator / Barbara Sutherland
Director, Materials Development / Barbara E. Selke-Kern, Ph.D.

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Stock Number DE 419 S

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Foreword

Apparel Marketing is the second of the new EIMC series of publications on what is done by employees in this area of marketing. The first was titled *Marketing Fibers and Fabrics*. Both publications are pertinent for the new employee, and they are concise so they can be completely covered yet leave you time to study the periodicals and other industry publications related to retail apparel stores. Even though it focuses on retail stores, the manual has information to give you an idea of other careers in apparel marketing.

Apparel Marketing will introduce you to information and thought processes that are needed by persons who are moving up the ladder in an apparel marketing career. By answering the questions at the end of each assignment, and by doing selected activities, you will begin to get a clearer idea of what is done and why it is done. The projects can be quite time-consuming, so you need to be selective and use those which are most directly valuable to you at this time. They are designed so that you do not actually have to have a job, but can gain information by research, observation, and discussion with apparel marketing employees. In doing the projects you will develop a variety of the higher level thinking skills that are now recognized as being necessary to success in marketing.

The author, Melissa Lynn Gaskill, holds a Master of Journalism degree from the University of Texas at Austin and has wide experience in the field of marketing. She has been marketing director for Trammell Crow Company–Austin, marketing promotions director for the Texas Department of Agriculture, a public relations account executive for Fellers, Lacy & Gaddis Marketing Consultants, and information coordinator for the Texas Energy and Natural Resources Advisory Council.

Jim Cockrum
ME Curriculum Specialist

Acknowledgments

Special thanks for their advice on this manual should go to four members of the EIMC Project Advisory Committee for 1989-90—Kris Gossom of Wichita Falls High School; Dr. Jerry Moorman, teacher educator at the University of North Texas, Denton; Al Mozisek of Churchill High School in San Antonio; and Leigh Swanson, manager of Talbot's at the Arboretum in Austin. As a small group, they worked through what *Apparel Marketing* should be and should include.

Credit is also due for this publication—as for other EIMC materials—to the Project Advisory Committee as a whole, which met twice and provided other contributions through the year. It includes these other members: Janie Anaya of McAllen Memorial High School; Laurelyn Carlisle, teacher educator at Southwest Texas State University in San Marcos; Suzanne Faught of Lampasas High School; Jennie Griffin of Robert E. Lee High School in San Antonio; Betty Helton of McCallum High School in Austin; Dr. Marcella McComas of the University of Houston; and business representative John E. Lutz III of Lutz Realty, Fort Worth. Participating with the group were Berry Sullivan, Emmett Eary, and Ward McCain of the Marketing Education staff at the Texas Education Agency. Dr. Barbara Selke-Kern, director of Materials Development at EIMC, also helped make this publication possible.

A number of ideas and recommendations came from a meeting of the Marketing Education Curriculum Advisory Task Force in San Antonio on August 9, 1989. In addition to most of the people already mentioned, those present included Betty Blair of Dumas High School; Sheryl Burlison of Bryan High School; Joseph A. Gonzales of Worthing High School, Houston; Bob Hettenhausen of Johnston High School, Austin; Neva Irwin of Gregory-Portland High School; Rhonda McGinnis of Tivy High School, Kerrville; Adell Morton of Allen High School; Sue Richmond of Berkner High School, Richardson; Gabriela Salomon-Reyes of Del Valle High School, El Paso; Allene Schmitt of Bellville High School; Nelda Shipp of Mineola High School; Tony Valek of MacArthur High School, San Antonio; and Carolyn Willig of McCullough and Oak Ridge High Schools, Conroe.

Special thanks are also due the two reviewers of the completed manuscript—Kris Gossom of Wichita Falls and Cass Haecker of Crockett High School in Austin.

COMPLIANCE STATEMENT

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(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

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1

Introduction to Fashion and Fashion Merchandising

Objectives: When this assignment has been completed, you should be able to—

1. *define* fashion;
2. *identify the typical development cycle of a fashion;*
3. *explain reasons for changes in fashion;*
4. *explain the difference between fashion and style;*
5. *recognize the role of taste in fashion; and*
6. *define the role of merchandising in the fashion industry.*

Perhaps the one thing that is constant about fashion is that it changes. What your parents wore when they were your age is probably not the sort of thing you wear today. Likewise, the type of look you admired a few years ago is probably not the same as what you find appealing today.

Fashions are notable trends in our society—in cars, homes, recreation, and clothing (fig. 1). People typically want to be "in fashion." That means they want to drive a car with styling that is modern, furnish their homes with the style of furniture and in the colors most commonly seen in magazines and in showrooms, and they want to wear the style of clothes currently favored by well-known personalities and by the style-conscious crowd.

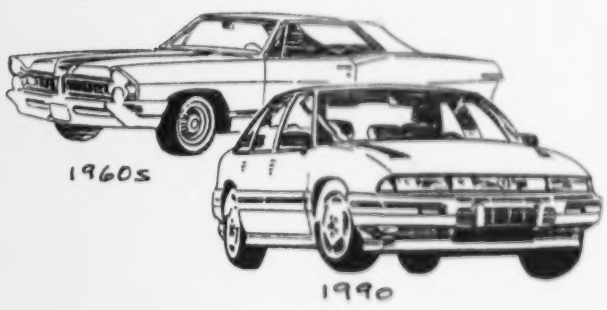


Fig. 1. Fashions in clothes, like those in cars, are subject to frequent change.

The typical development of a new fashion includes several stages: origination, adaptation, popularization, mass fashion, decline, and abandonment.

New clothing fashions originate from well-known design houses and manufacturers and typically appear first on a select crowd, people who are leaders in our society. In clothing, this crowd includes fashion models, entertainment stars, and some of the very wealthy. This origination phase is also known as high fashion, and it is by its nature exclusive and expensive.

After some time, adaptations of the new fashion appear in the mass market and are popularized, which means they are worn by more and more of the general public. These adaptations of high-fashion items to more accessible clothing items are typically less expensive than the original designs.

Eventually, the adaptation of the fashion becomes so common that it is called mass fashion. Even as a current fashion is gaining acceptance, new ones are emerging. Certainly at any one time there are new styles appearing on the trendsetters, while most people are wearing those styles introduced by the trendy crowd some time earlier. By the time a fashion has reached the mass market, those high-fashion individuals will have moved on to something new.

Some new ideas that are introduced may not ever reach wide acceptance. This might be because a particular item or style was just not

practical for most people, or looked good only on a select group, or could not be produced in great quantities for a reasonable price. At any rate, these ideas will be seen at fashion shows and on trendsetters, but will never appear in retail stores for the mass market.

Ultimately, a fashion will decline in popularity and disappear (unless it becomes a classic, which will be discussed later). A particular fashion may enjoy several seasons or even many years of popularity, or only a single season. One may reappear soon with minor variations. At any rate, the prevailing or preferred manner of dress at a particular time—the "fashion"—is constantly changing.

This change occurs for several reasons. Designers and manufacturers are constantly bringing out new lines and new designs so that consumers will purchase new clothes. Designers also consider themselves artists in a way, and bringing out new designs is the way they practice their art. To continue to produce the same type of clothing would hardly be true designing. Also, people who are trendsetters are always looking for the next idea, the next style. These people themselves demand new designs; they quickly tire of existing ones.

The changing of seasons and of social habits also spurs new fashions. For example, as more and more women entered the business world in the 1970s and 1980s, the apparel industry responded first with business suits tailored for women, then with more fashionable dresses and separates designed to accommodate tastes but suit the workplace as well. Our nation's obsession with health and fitness resulted in extensive lines of athletics-inspired casual and even dress clothes. Many people today own an expensive pair of aerobics or workout shoes that never see the inside of a sports court or a running track (fig. 2).

Fig. 2. One of the most successful trends in fashions has been the proliferation of special-purpose shoes for sports.

Trends in our country's economy are reflected in fashion as well: in times of prosperity the colors, materials, and styles are different from those seen in leaner economic times. Certain social movements also affect fashion. Examples are campaigns against fur and ivory, which have made many people reluctant to wear fashion items made from either.

Technology plays a part, too. New synthetic materials and new treatments and uses for natural fibers are developed. For example, the stone-washed or acid-washed denim fabrics from which a variety of fashions are made are possible because of new chemical treatments for that fabric.

Style and fashion are not exactly the same thing. It is easier to think of **style** in connection with a particular individual. We each have our own style of dressing and behaving that is very much a part of our individual personality. Style also applies to groups with certain distinguishing characteristics. Wearing clothes originally designed for aerobics or other workouts as casual wear or party wear is a style. Different people can wear the same fashions with unique styles. Within a fashion, there can be different styles as well.

Fashion **trends** are gradual, long-term changes. The natural or athletic look is a trend—it has been growing and adapting for many years now in the United States.

A **cycle** is a shorter development, often one that recurs over the years. The fluctuation in the popularity of shorter and longer skirts is a common cycle, as is the "big" look, often achieved through the use of shoulder pads in women's dresses, jackets, and shirts.

Finally, **fads** are short-term developments that tend to come and go quickly without recurring. Accessories are very likely to be subject to fads. For example, silver beads were the rage some years ago, and large pins

worn on blouses have experienced a comeback.

Fashion **classics** are styles that have remained in fashion through trends and cycles, never quite disappearing from use. Classics may undergo minor adaptations and changes to conform with current tastes, but essentially remain in fashion. Cardigan sweaters, polo shirts, and loafers are examples of classics (fig. 3).

Fig. 3. Among classic fashions are cardigan sweaters, polo shirts, and loafers.

Taste is the discernment of appropriateness. In fashion, it often means the ability to select, from available designs, clothes that are appropriate to the time, the setting and event, and the other people present. Even if you have nothing in your closet but clothes of the latest fashion, you still need taste to guide you in which ones to wear on what occasions, and how to accessorize them. Tastes also change. Jeans were once considered workwear, worn for heavy labor. Today, jeans are worn for many occasions.

Many people rely on the retail industry to show them what is in fashion. When people shop at a clothing or department store, they expect that the clothes featured there are current fashion. One of the responsibilities of the retailer, then, is to keep up with fashion in order to provide appropriate merchandise to the customers.

Merchandising

Merchandising is the presentation of what you have to sell. If you work at a clothing store or in a clothing department, merchandising is a very important part of your job.

Presentation becomes very important when fashion, style, and taste are involved. A store must itself be in fashion or customers will find it hard to believe the clothes in it are fashionable. Individual displays within the store must reflect current colors, styles, and tastes, not only in the clothes, but also in the props and materials used. As mentioned at the beginning of this assignment, fashion encompasses everything around us, not just what we wear.

Questions

1. Define *fashion*. How does it differ from style?
2. List the typical stages of development of a fashion.
3. Not all new fashion ideas introduced reach wide acceptance. What are some of the reasons why?
4. Give three reasons why fashions change.
5. Define *trend*, *cycle*, and *fad*.
6. Define *taste*, and explain how it applies to fashion.
7. What is merchandising?

Activities

1. List at least three apparel items you think are in fashion today, and identify in which stage of fashion development each is. Discuss your list with some others in your class and see if any of you identify the same items.
2. Identify two factors that have recently affected a fashion change. This could be a social trend or economic change, or the rise of a new designer. Identify some apparel items related to your two factors.
3. Visit a department store or look through a fashion magazine. Identify items that are examples of trends, cycles, and fads.

2

Current Fashion

Objectives: When this assignment has been completed, you should be able to—

1. *explain the role of the designer in introducing new fashion;*
2. *describe influences on design;*
3. *define the role of producers in design and fashion; and*
4. *explain the significance of brand names in fashion design.*

You have probably seen splashy color photo spreads in the newspaper, with slender models parading in unusual looking clothes. This is part of an annual ritual in the fashion world, the designer's introduction of the year's new designs. As noted in the first assignment, these new designs will at first be quite expensive, available on a limited basis, and worn by only a small segment of the population.

This select group serves a vital function for the designer and the fashion industry. A new design or fashion must receive publicity and attention, and being worn by the "right" person has proved to be a very effective way to get that attention.

Today, some designers have developed affiliations with certain notables—high-profile politicians, movie stars, television celebrities—which helps them become more successful. Nancy Reagan, wife of former president Ronald Reagan, appeared in designer clothes often during her years at the White House. Those designers no doubt benefited greatly from such exposure. Princess Diana, wife of Prince Charles of England, has almost single-handedly revitalized the British design industry. She is attractive, popular, and often-photographed, usually looking stunning in some British designer's latest creation. Average citizens turn out in droves to buy clothes like the ones she is seen in.

These visible, influential people do much to establish new designs or designers as current fashion. Small, personal touches they might add themselves also become part of the current fashion. For example, Princess Diana often wears hats (fig. 1). The general practice of wearing hats (which had gone much out of favor in this country) has become more fashionable, but certain styles and designs of hats have remained fairly popular over the past few years.

Fig. 1. Famous people, such as Princess Diana of England, influence fashions.

Influences

The look of a designer's new line will be influenced by many things. His or her specific tastes and talents play an important part, of course. But so do current fashion cycles (discussed in Assignment 1). The tastes and desires of fashion notables like Mrs. Reagan or Princess Di can make a difference. These

might include something like a fondness for hats, which was mentioned earlier, or a favorite color (Mrs. Reagan was partial to red), the figure of the individual, or even the climate where he or she lives.

Outside factors, such as economic recessions and entertainment trends, also affect designs.

Designers who work with the movie industry can use a successful movie to establish a new fashion look. The high visibility of a blockbuster movie can make a design instantly popular. *Out of Africa*, with Meryl Streep, sparked a revival in safari-look clothes—full khaki skirts and shirts, hats, and vests. Tom Cruise in *Top Gun* started a run on aviator-style sunglasses (fig. 2).

Fig. 2. Sales of aviator-style sunglasses were increased by a movie.

The popularity of any design, once it appears, will be affected by several factors. The nature of the item itself is one factor—for example, whether it is seasonal, or whether the item is a basic or an accessory.

The retail industry itself and the customer are other factors that affect popularity. Retailers exert control over the fate of a design by deciding whether or not to stock the item, and by deciding when to stop carrying it. To avoid getting caught with a lot of unpopular inventory, retailers often stop buying a particular style before demand for it drops off.

The retail store owner also affects the length of a certain design's life cycle and its degree of success by the amount of promotion given to it. This promotion includes advertising, prominent display in the store, and special promotions, such as fashion shows.

The customer is the one who decides what to buy and wear. The decision is influenced by what is offered and by factors such as current fashion and the promotion an item receives. But today's shoppers are becoming more and more assertive in what they want and what they will wear, and the design and fashion industry listens to them. Designers and merchants cannot afford to offer things that consumers will not buy. A good example of this customer influence is the recent and brief attempt to reintroduce the miniskirt to women's fashion.

Producers

Obviously, new designs must be produced in order to be sold. There are three major players in production: manufacturers, jobbers, and contractors.

Manufacturers perform all the functions needed to produce apparel—from buying fabric, to sewing the garment, to shipping it to the retailers who buy it. (The actual buying process is discussed in Assignment 4.)

Jobbers generally handle designing, planning, and purchasing of fabric. They may also cut garments and ship them to retailers, but they do not sew them.

Contractors sew garments together. They work with jobbers to complete the production process.

Production of fashion lines begins six to twelve months before they are seen in retail stores (see figure 3). The first step, of course, is the design. For many manufacturers, this may mean adapting or copying new designs or revising popular styles from last season. The design is then reproduced as sample cloth garments. Revisions may be made to a design at the sample stage, or a garment may be poorly received by prospective buyers and never make it to production. Those that are scheduled for production are sent to manufacturers or to a contractor.

This pattern is graded into sizes by a patternmaker. The designer created the garment in a particular size—generally, to fit the typical model, or even a particular model.

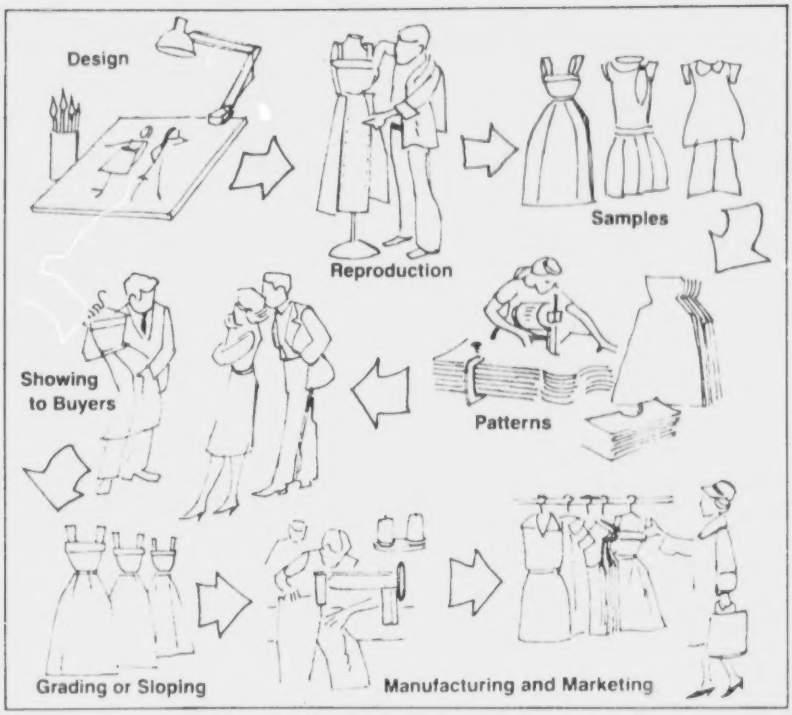


Fig. 3. Stages that move a fashion idea from the designer to the customers

The people who will be buying the item in retail outlets are, of course, all different sizes. So this is an important step.

The next steps include marking, spreading, cutting, assembling, and ticketing. A pattern marker fits pattern pieces on a long piece of paper (called a marker, which is where the name comes from), to determine how to fit the most pieces in the least amount of space. This is important because it gets the most pattern pieces from the least amount of cloth. When laying out pattern pieces, markers must consider such things as the grain of the fabric and any pattern in its design.

Next, selected bolts of fabric are spread on a cutting table to the lengths determined by the marker. The spreader evenly places many layers on top of each other, so that many pieces of the pattern can be cut at once. Pattern cutters then use electric knives or even lasers to slice through all of the layers of fabric.

The cut pieces of fabric are collected and bundled for sewing. Garments are usually constructed in an assembly-line process. Each worker does one step in the process—for example, sewing sleeves onto a blouse. Then the garment is passed on to the next worker, who may sew cuffs onto the sleeves. The finished garment will be pressed and inspected, then sent to a central shipping location, from where items will be sent to retail stores to fill specific orders.

Many producers limit themselves to certain types of clothing or to certain groups of people. For example, one may produce only sportswear, another only formal wear. Or a producer may make clothes for children only, another for adult men. Today, the trend is to diversify: producers are finding they must offer more in order to remain competitive. OshKosh B'Gosh, long known for durable and popular infant and toddler wear, recently introduced sportswear for adults. In this case, the company can take advantage of its reputation for good children's clothes to sell clothes to the parents of those children.

Brand Names

The OshKosh line is also a good example

of a brand name in apparel. When mass-produced, ready-to-wear clothes first appeared in stores, no one much cared who made them or designed them. Today, both facts can matter a great deal, and customers often ask for specific brand-name clothing. Designers' names are often featured prominently on clothing and accessories, and so are some manufacturers' names. Dooney & Burke handbags, Calvin Klein jeans, LA Gear shoes and sportswear, Rude Dog or Body Glove beachwear—these are just a few examples of clothing on which the designer's or manufacturer's name is prominently displayed.

Questions

1. Name some current notables who influence today's fashions.
2. List factors that influence a designer's lines.
3. What factors affect popularization of a design once it appears?
4. Name three major players in production. Describe the role of each.
5. After sizing, what are the steps of production?
6. What is the significance of brand names in fashion design?

Activities

1. Look through a fashion magazine. Identify any apparel items associated with current fashion notables. Name the notables.
2. At the library, compare a current fashion magazine with one that is at least six months old. Identify the differences in the apparel you see. (Did hemlines go up or down, hats come and go, fabrics and colors change?) Are the differences due to seasonal changes, other fashion cycles, the rise or fall of a notable, or other factors? Can you explain the changes the factors caused? (Example: Economic recession caused dresses to become simpler and suits to be made without cuffs.)

3

Careers in Fashion

Objectives: When this assignment has been completed, you should be able to—
1. *name the three areas of career opportunity in the fashion industry; and*
2. *name specific jobs available within these three areas.*

The fashion industry has a variety of areas that require people with different interests and skills (fig. 1). The major areas of career opportunity include textiles, production, and retail.

Textiles

Textiles or fabrics are basic to the fashion industry. This segment of the industry employs technicians, artists, engineers, managers, merchandisers, and executives.

Technicians and engineers are concerned with the machinery and equipment used in the textile industry. This equipment includes many things, from heavy weaving machines to computer systems. People working in this area are responsible for operating and maintaining equipment and machinery. There are also management positions for people who can oversee the operations and the people. Technicians and engineers may work their way up to the supervisory role. These supervisors are responsible for yarn preparation, weaving, knitting, finishing, or printing. They direct the many people and machines conducting these activities. Specialized degrees are usually required for these positions.

Designers create designs to be printed on or woven into fabrics. These designers need to be familiar with the manufacturing process in order to create designs it will be possible to produce. Textile designers also must keep up with the current styles and colors so they will create fabric that will ultimately be popular with people buying the clothes made from it. Designers may specialize in printed, woven, or knitted designs.

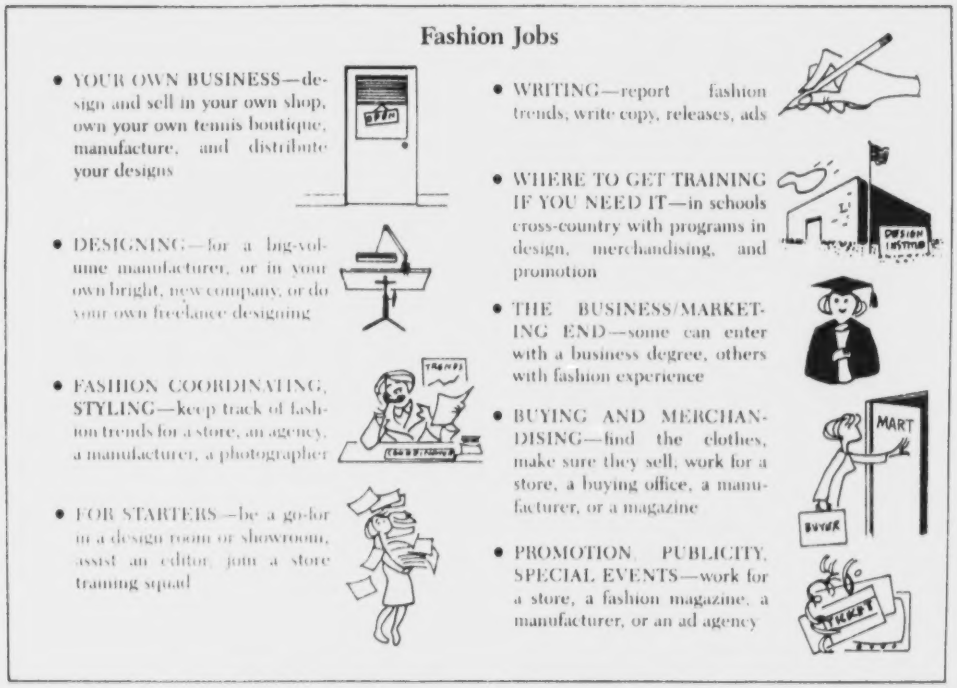
Finishers will see that fabrics are given the necessary properties, such as colorfastness (which means colors will not run or fade), shrink control, and fire retardation. Colorists determine which color combinations to apply to a particular design. Finally, stylists will work with manufacturers and designers to determine the final look of the fabrics. Lab technicians test the performance of the fabric or clothing. These technicians may work either in an independent lab or for the manufacturer. Most of these positions require special training or degrees. Some of the training is provided by the manufacturer.

Managers are responsible for ensuring the smooth flow of textile products from design to manufacture and on to the ultimate consumer. These professionals need a good sense of fashion and taste and they must be good at sales. It will be a manager's responsibility to decide whether or not to produce a design and then to sell it to a clothing manufacturer.

Production

The first stage of production is making the pattern. Patternmakers translate a designer's sketch or sample into a master pattern. Graders take the master pattern and reduce or enlarge it into a range of sizes to be produced, since people come in all shapes and sizes and not just in one. Then there are markers, spreaders, and cutters, as explained in the last assignment.

Production managers set a work schedule for production, supervise the process, and ensure the quality of what is produced. They determine the cost of producing a garment and set its price.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• FASHION COORDINATING, STYLING—keep track of fashion trends for a store, an agency, a manufacturer, a photographer
• FOR STARTERS—be a go-for in a design room or showroom, assist an editor, join a store training squad
• WRITING—report fashion trends, write copy, releases, ads
• WHERE TO GET TRAINING IF YOU NEED IT—in schools cross-country with programs in design, merchandising, and promotion
• THE BUSINESS/MARKETING END—some can enter with a business degree, others with fashion experience
• BUYING AND MERCHANDISING—find the clothes, make sure they sell, work for a store, a buying office, a manufacturer, or a magazine
• PROMOTION, PUBLICITY, SPECIAL EVENTS—work for a store, a fashion magazine, a manufacturer, or an ad agency
MART
BUYER

Fig. 1. Jobs in fashion are many and varied.

Sales professionals are responsible for selling the garments to buyers from retail stores. They usually show samples of garments to these buyers at showrooms located at the factory or at apparel markets. There are a few major apparel markets in the United States where buyers congregate several times a year to review new styles and to purchase them for their stores. One of these major markets is located in Dallas.

When buyers visit these markets, the salespeople have a tough job. They must have enough sales skill, showmanship, and technique to attract the attention of buyers, to stand out in the crowd. Then they must have enough knowledge of both the industry and current fashion to convince interested buyers that a particular garment or line will appeal to consumers and sell at a particular price. As we have learned, image is very important in the fashion industry.

Retail

At the retail level, merchandise finally reaches the customer. If the customer is not interested or pleased, all the preceding work will have been in vain.

The buyer is the first step of the retail chain. He or she must be able to judge the taste of consumers as well as gauge how much people will pay for various items. Buyers choose which garments to buy to be stocked in the retail store. They also decide how many of each item and each size. This requires a knowledge of the customers of their store. For example, if the buyer knows most of the store's customers are young, active people who wear smaller sizes, he or she will order more of an item for women in size 6 than in size 12. The type of customer obviously affects the types of garments chosen as well.

In larger stores, there are different departments, such as men's, women's, women's sportswear, better dresses, and career. Each department will have a department manager, who has many responsibilities—supervision of salespeople, tracking inventory, budgeting, and promotion. Buyers will rely on these managers to give them information on consumer demand.

The major department store chains have professionals on staff to promote their clothing to consumers. These professionals will work with in-house staff or advertising and marketing agencies to create advertising and other promotions. There are also opportunities in this area for designers to create displays on the floor of the store and for people—often called marketing or promotions specialists, or merchandising managers—who plan special

promotions, such as fashion shows and contests, to increase sales. People in these jobs must be very knowledgeable about current styles and fashions, the reasons why people buy the kinds of clothes they buy, and who the consumer for a particular garment or line of clothes is.

There are many different types of retailers, which will be discussed in more detail in a later assignment. But there are primary methods of dividing retailers. One is by ownership, which can include independent, corporate chain, manufacturer-owned chain, or franchise. Other methods are by variety of merchandise, or presentation of goods.

Within the variety-of-merchandise category, there are two divisions, general merchandise and specialty.

General merchandise stores include department stores, which carry home furnishings, household linens, and family apparel, and discount stores, which carry the same types of goods as a department store but do not offer the same level of customer service, which allows them to sell at a discount. Specialty stores carry primarily one type of goods, such as women's clothing or accessories. These stores may be aimed at a particular target market, such as younger women, and, generally, they offer high levels of service and carry newer fashions.

The different ways retailers make their presentation of goods includes offering them through regular stores, such as department and specialty stores. Other options are selling through the mail, using catalogs to present merchandise to customers, or selling door-to-door or in-home.

Questions

1. What are the three areas of career opportunity in fashion?
2. What are some of the jobs available in textiles?
3. What are some of the jobs available in production?
4. What are some of the jobs available in retail?
5. What are the primary methods of dividing the types of retailers?

Activities

1. Choose a job that interests you in textiles, production, or retail. Describe the job. Write a brief description of the qualifications you would need to apply for that job.
2. Put together a practice resumé listing your qualifications and background as if you had the qualifications for the job. Then go back and mark those qualifications you currently lack. List how you could go about getting those qualifications (go to a college or technical school, get a job for experience, get an internship or apprenticeship, etc.).
3. Repeat this exercise for a different job title.

4

Buying

Objectives: When this assignment has been completed, you should be able to—

1. *list several major market locations;*
2. *define the function of markets;*
3. *define the role of the buyer; and*
4. *list the qualities important in a buyer.*

As noted in the last assignment, buyers are the link between clothing manufacturers and the retail industry. Retail buyers make this connection at wholesale markets. These markets are located all over the world. In the United States the major markets are in New York, Los Angeles, Chicago, Dallas, San Francisco, Denver, and several other cities (fig. 1).

Paris was the original center for fashion, and it is still a very important part of the industry. New York City became the first major center in this country because there were skilled laborers immigrating to the United States from fashion areas of Europe, and because the people living in the city created a demand for ready-made clothing. Before the growth of the industry, people made their own clothes or, if they were more wealthy, had tailors who made them. There are still people today who use personal tailors, of course, but most of us buy our clothes from retailers.

Today, buyers from all over the country congregate at these market centers to select merchandise that will be shipped to stores

Fig. 1. Fashion markets in the United States

across the United States. Buyers are ultimately responsible for selecting and actually ordering the merchandise that will be offered for sale in their stores.

Markets

At each market, showrooms are set up according to the type of merchandise. For example, there is a men's mart in Dallas, and within it there are different areas for sportswear and formal wear and for the higher priced and more moderately priced items. Buyers are usually responsible for particular areas, and this makes it easier for buyers to see a greater selection in the type of merchandise they need to buy.

In New York, an entire area of the city is known as the garment district, and different parts of this area are devoted to specific types of merchandise. At the other markets, there will be numerous showrooms in one very large facility. This arrangement saves buyers time and money, because they can choose from a wide variety of products in one place. They can also compare and contrast the quality, design, and prices of different manufacturers' products in order to select the lines most appropriate to their stores and customers.

Specific times during the year are designated as markets (see figure 2). Buyers and sellers congregate to show and to look at new merchandise. The markets will send out brochures and schedules of showings and events to bring buyers in during the appropriate times. You may have noticed that there are certain times of year when new clothes appear in local department stores. Buyers typically purchase spring and summer clothing in the fall for stocking in the stores early in the year, and fall and winter clothing in early spring for stocking near the end of summer.

MEMO FROM MILLIE

Plan to attend these women's and children's shows this year --

Midsummer -- January 13-19
Early Fall -- March 25-30
Fall -- May 20-25
Midwinter -- August 12-17
Spring -- October 21-26

Fig. 2. Fashion markets have to be held well in advance of the seasons in which clothes will actually be worn.

Buyers

Although buying at markets is limited to specific times during the year, buyers are always working to keep abreast of what people are buying and what new styles are coming out. It is up to the buyer to select the colors, styles, prices, and lines that will appeal to the customers of a particular store. If the clothes do not sell, everyone will be unhappy, from the buyer to the salesperson to the manager to the customer.

Buyers must have a thorough knowledge of their products as well. They must be able to determine whether clothes are well made, and whether the price of an item is reasonable for its quality and appeal. You may be aware from your own experience that two garments can look identical but vary greatly in quality—from the fabric or details of production to finish. Buyers must know what things to look for to determine the level of quality of an item and a reasonable price. A good buyer will be familiar with various manufacturers; he or she will know whether a particular manufacturer makes quality items and whether it is a company that provides good service.

Buyers must be good planners. They must evaluate current trends and sales data from the stores, then determine what sorts of items will be in demand, in what quantities, colors, and sizes. Buyers must also always be up-to-date on what is in stock in the store so that they will know how much to buy to replace merchandise and restock departments. Most buyers will have a plan of what to buy before they go to market.

Buyers must also be able to make quick decisions under pressure. Even with a solid buying plan, a buyer will be pressured by salespeople to buy the latest "hot" trend. It will be important to be able to evaluate the situation

quickly, because it may well be that the trendy item will be a big seller and make a lot of money for the store. The buyer will have to have enough knowledge, and enough confidence in his or her ability, to make that kind of decision.

Finally, the buyer must have the technical knowledge to place an order. Orders include style numbers, sizes, quantities, prices, shipping dates, and payment arrangements, and the buyer must understand each of those thoroughly. The buyer will also have to follow up to ensure that the store receives delivery of exactly what was ordered.

Questions

1. List at least three cities in the U.S. where major apparel markets are located.
2. Who is ultimately responsible for selecting and ordering merchandise that will be offered for sale in stores?
3. List some of the qualities of a good buyer.
4. What information do buyers' orders include?

Activities

1. Write to at least two different apparel markets, and request brochures and schedules of showings and other events. (Be sure to include a self-addressed, stamped envelope with your requests.) Compare the schedules of the two markets and what they are showing. Are the lines of apparel each carries similar or different? Can you think of reasons for the differences or similarities? (For example, if lines are different, are the two markets located in areas with very different climates?)
2. Assume you are a buyer for a department store. Make out a hypothetical schedule for trips to one or both of the two markets you selected in Activity 1. Schedule dates to attend each market, and times for attending specific showings or events at each. Make a list of the kinds of items you would be buying at the market, and match this list with your schedule.

5

Retailing

Objectives: When this assignment has been completed, you should be able to—
1. *name the different types of retail operations; and*
2. *list the characteristics of each type of retail operation.*

There are many different types of retail operations, including department stores, specialty stores, boutiques, home shopping via television and catalog sales, and discount stores. Retailing is essentially the end point of the fashion industry—where merchandise is bought by the customer.

Department Stores

Most of us are familiar with department stores because they have been extremely popular during the last two or three decades. Large department stores typically anchor shopping malls, which are present in all but the smallest towns. A few department stores still stand alone, usually in downtown metropolitan areas.

Department stores are just what their name says—a large store divided into various departments offering everything from men's and women's clothing to accessories, housewares, cosmetics, and gifts. Each department will operate almost like a separate store, with its own manager, buyer, and salespeople.

Many of the original department stores in this country are still in operation today—stores like Lord and Taylor, Macy's, and Marshall Fields—although many of them are now owned by large chains of many different stores. Following a trend in the general business world, some of these stores have merged into one operation and name; for example, Sanger Harris stores in Dallas have become Foley's, a well-known chain that originated in Houston, and Joske's stores have become Dillard's.

The philosophy of the department store is to meet many needs, to offer a variety of items for a large customer base. The comfort and convenience of finding so many things under one roof (the premise of shopping malls as well) makes it easier for customers to shop and spend money. Most large department stores have cafes or coffee shops to encourage shoppers to stay in the store even longer and spend more money. Or the store will be located in a mall that has restaurants and food shops.

Specialty Stores

Specialty fashion stores carry only one type of merchandise, or several related types of apparel and accessories. There are large and small specialty stores, and these can be located in malls, strip shopping centers, or downtown areas.

It may be easier for specialty stores to offer a higher level of service than that found in other retail stores. For example, salespeople at this kind of store may know most of their customers by name, and what kind of merchandise they like. A salesperson at a specialty store might call certain customers when new merchandise that they will be interested in arrives. Of course, the staff in certain higher priced departments of a department store may do the same thing.

Specialty stores are often trendy, offering fashions that are on the leading edge of current style. These stores tend to come and go or change formats more often than other retail stores, because they respond to fads and fashions among local consumers.

Boutiques

Boutiques tend to be small, intimate retail stores selling specialized lines in limited amounts. Boutiques are really a type of specialty store, and the same characteristics apply. Some boutiques sell exclusive lines, items designed and made for them only.

Some department stores create special departments with the atmosphere and feel of a boutique. Often these departments are set up around the creations of a particular designer, such as Ralph Lauren or Liz Claiborne.

Home Shopping

In the past, some major retailers offered catalog sales in addition to having stores. This was a way to reach a wider group of customers without opening more stores, and it made a lot of sense when more of our population lived in rural areas. Sears was one early retailer well known for its catalog operation.

Because more and more of today's households are two-career couples, single working parents, or young professionals, people now have less time to shop. This has led to a boom in home shopping, which offers the advantages of convenience and time-savings. Catalogs and shopping networks on cable television allow people to look at, choose, and order merchandise without having to drive somewhere, park, and perhaps have to deal with crowds.

Mail order operations have boomed in recent years. In fact, so many new companies have started up that offer clothing by mail that we are experiencing a "shakeout," where competition has become so fierce that some of the less experienced or lower quality operations will shut down. It is now possible to order almost any item of clothing or accessory, in just about any style, by mail. Some of the more successful mail order companies that have been around long enough to prove themselves are Spiegel, Land's End, J. Crew, and L.L. Bean. Even many department stores now send out catalogs periodically, allowing their customers to order and receive merchandise at home.

Shopping via television has likewise increased considerably. There has been tremendous growth in the number of television channels available on cable. Among these, several channels display merchandise on the screen along with a toll-free number, so viewers can call and order an item they like right on the spot.

Discount Stores

Discount stores offer lower prices on clothing than other retail stores, usually by reducing overhead, which refers to the general cost of doing business. Discount stores also have fewer salespeople, which means customers cannot expect the level of service they would get from a department store or boutique. The stores are less elaborate, without the fixtures, displays, and decorations that you find in department stores.

Discount stores may sell brand name and private label clothing, sometimes with the labels removed, or they may sell secondary brands, or clothes made with lower-quality fabric and manufacturing standards.

There are even entire malls built around the discount store concept. There are also factory outlet malls, which are not the same as discount stores, although both will have low overhead operations (few salespeople and simple stores). Although factory outlets will carry seconds (damaged or lower-quality merchandise), they typically offer lower prices because items are sold directly by the manufacturer, so the retail markup is less.

Questions

1. List the different types of retail operations.
2. What is a department store?
3. What is a specialty store?
4. What are some differences between department stores and specialty stores?
5. What is a boutique?
6. What are some methods of home shopping?
7. What are discount stores?

Activities

1. Visit at least three different types of retail outlets. List each store and the type of retail outlet it is. Define each.
2. Compare your three retail outlets. Which carries the most merchandise? How is the

merchandise in each different? Are the prices different, and, if so, why? (Are they exclusive, more expensive lines, or are they less expensive because the store is less elaborate and has fewer salespeople, for example?)

3. List reasons you would or would not shop at each of your three retail outlets.

6

Merchandise Basics

Objectives: When this assignment has been completed, you should be able to—

1. *list the characteristics of basic apparel design;*
2. *list the basic elements of design; and*
3. *define each of the basic elements of design.*

Each year, new clothing designs are introduced. But there are guidelines basic to all designs. A design must be suitable to the environment, to the occasion, and to current styles and tastes. It must create an overall pleasing look (the definition of which may vary with styles and tastes), and it must fulfill its purpose. The ultimate goal of a designer is to create styles and colors that will appeal to consumers and make the wearers of those designs look their best.

Designers use basic elements of line, shape, texture, and color to achieve these goals. Because these elements can be varied and manipulated by the designer, they are called plastic elements of design. Of course, even "original" designs echo other styles and designs that have appeared through the years. Basic designs are varied and adapted to create "new" designs.

Line

In clothing, lines can alter appearance by minimizing or maximizing certain attributes of the human body. The eye travels naturally in the direction of the most prominent line, which gives an illusion of greater height or width.

Lines are basically straight and curved (fig. 1). Straight lines can be vertical, or up and down; horizontal, or across; or diagonal.

Vertical lines give the impression of greater height, with the effect depending on the amount and spacing of the lines, as well as on the color and texture of the piece. Vertical designs can have a slimming effect, making the wearer look thinner than he or she really is.

Horizontal lines give the impression of width, which can be flattering if used properly. For example, a person who is too tall and slim can appear to be better proportioned when width is added with horizontal design. Emphasizing width in one area this way can deemphasize width in another area, too. For example, shoulder pads are a popular look because, by widening the shoulders, they make the hips look smaller by contrast.

Diagonal lines can create the impression of either vertical or horizontal lines, depending on the degree of the slant. These designs can create the feel of action or excitement in a garment, too.

Curved lines express movement and can add height or width, depending on the direction of the curve.

Shape

The apparel in total has a shape, which is created by lines. Parts of the apparel, such as sleeves, skirts, and necklines, also have shape. Lines connected to one another in a design create the shape.

Designers combine different shapes and vary their sizes to create different looks in a garment. Shapes may be referred to by familiar names, such as squares, circles, or triangles, or they may have names specific to the fashion industry, such as crew collar, raglan sleeve, or pillbox hat.

The form or contour of an outfit is called silhouette, which is the dominant feature of the garment when seen at a distance. Details, such

Fig. 1. Horizontal and vertical line illusions, and the use of curved lines

as trim, buttons, and collars, divide the garment into different areas or spaces.

In creating shape, designers will keep in mind proportion between the item and its wearer, and between different parts of the garment itself. Designers can use different elements to bring attention to specific features. For example, a close-fitting dress draws attention to a good figure. Necklaces and collars can be used to emphasize an attractive, long neck.

Texture

Texture in the fabric from which a garment is made can also create different looks. Fiber content, fabric construction, and finish create texture. Certain textures are appropriate for certain types of garments. For example, a very smooth, silky fabric is appropriate for things such as a woman's evening dress, lingerie, or lounging pajamas. Rougher, bulky fabrics, such as tweed knits and wool, are good for winter jackets for both men and women.

For practical reasons as well as aesthetic ones, the texture of a fabric must be appropriate to both the design of the garment and its intended effect. Different textures will hang differently in a garment and handle different methods of construction better than others. For example, heavy, bulky fabrics might be used in loose sweaters and unconstructed jackets. A thin texture might be used in a garment that fits close to the body.

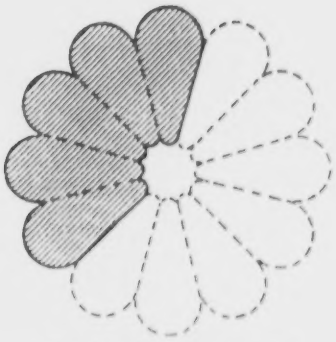
Color

Color may be the most effective element of design (fig. 2). It certainly makes the biggest statement and offers infinite possibilities in design.

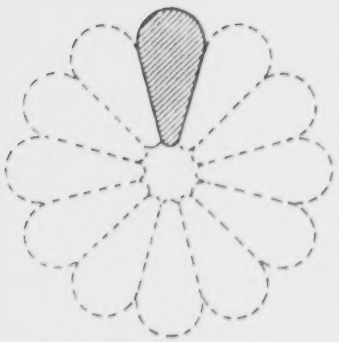
We respond to color physically: colors can make things appear to be larger or smaller, or to move. We also respond to it emotionally: colors have certain positive or negative associations and meanings. For example, red means danger, warning, stop, excitement. Bright, vivid colors might make us think of fun and play, perhaps on tropical islands. Blue is a cool and calming color. Red and yellow are warm colors. You can think about different colors and the various messages they carry in your own daily life.

Colors have characteristics—hue, value, and intensity. Hue broadly refers to red, green, yellow, blue, or purple colors, and to whether they are dark, light, dull, or brilliant. Value compares the variations of a color, with a scale going from black to white. It is the lightness or darkness of a color as determined by the addition of black or white to it. If a value is lightened by adding white, it is called a tint. If a value is darkened by adding black, it is called a shade. For example, wine and plum are shades of the hue purple.

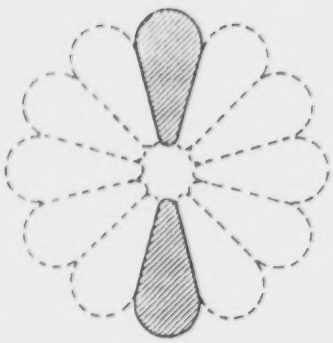
Colors also have intensity, which refers to the brightness or purity of a hue. High intensity is a pure, bright hue. Duller hues have lower intensities.



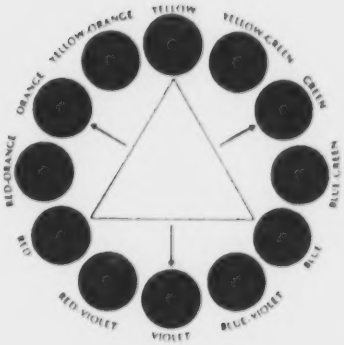
Five-color Analogous Harmony



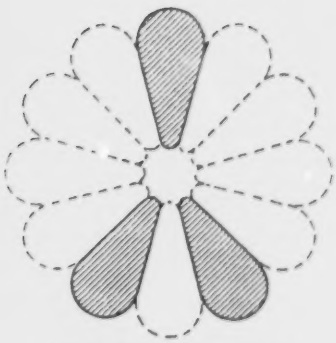
Monochromatic Harmony



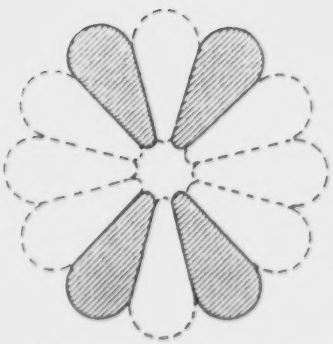
Complementary Harmony



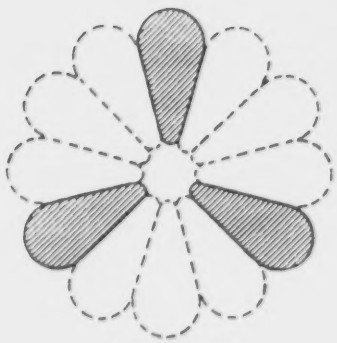
Color Wheel



Split-complementary Harmony



Double-complementary Harmony



Triadic Harmony

Fig. 2. Basic color knowledge is essential to successful design.

Every year, several colors are in fashion, and it will seem that everything for sale in the stores is in those three or four colors. These trends are affected by social events and moods, and by technology.

Regardless of what colors are "hot" during a particular season, most people know that certain colors are more flattering to them than others. Because there are different basic skin, hair, and eye colors (even among members of the same race there is much variation), each person looks better in some colors than in others. You have probably discovered this without necessarily being aware of it. You may know that orange "just isn't your color," or that blue makes you look better.

The same garment in different colors can look very different on a person. It is important to be "true to your colors" and to buy those that are right for you, even if they are not the most popular of the season. Even a fashionable garment might not look good if its colors are wrong. This is something to keep in mind when you are helping customers select clothes: perhaps they have chosen the right garment but the wrong colors. If you steer them to colors that look better on them, you will have more satisfied customers.

Questions

1. What basic guidelines must all designs follow?
2. What elements do designers use to achieve these goals?
3. Name the basic lines in fashion.
4. How is the shape of a garment created?
5. What is silhouette?
6. What are the characteristics of color?

Activities

1. Look through a fashion magazine. Select one garment with each of the following:
   vertical straight lines
   horizontal straight lines
   diagonal lines
   curved lines
   How do the different lines affect the impression of the garment? (Do they create the effect of greater height, slimness, etc.?)
2. From the magazine, choose several different outfits. Describe the silhouette each creates, and explain the elements of the outfit that appear to be its dominant features.
3. Select different colors of garments. Describe the associations or effects the colors have. For example, do bright, vivid colors appear playful? Are the blues calming?
4. Think about your wardrobe and the outfits you feel you look best in. What colors are those outfits? There are probably a few dominant colors you look best in. These are your "best colors." Compare your best colors with those of others in your class. For those who share your best colors, do they also share your characteristics, such as hair color, complexion, and eye color? Were you aware of your own best colors?

7

Merchandise: Promotion and Presentation

Objectives: When this assignment has been completed, you should be able to—

1. *define* promotion;
2. *define* advertising;
3. *list the factors needed for a customer to be affected by advertising;*
4. *define* promotional *and* institutional advertising;
5. *define* national, regional *and* local advertising;
6. *list the factors affecting advertising decisions;*
7. *list different types of special events and the characteristics of effective special events; and*
8. *name the two types of displays, and list the different options for exterior window displays.*

Retail stores must make customers aware of the goods and services they offer. Stores do this through sales promotions. Once customers have come to the store, it is important that they see merchandise presented in such a way that it will attract and interest them. This is done primarily through display.

Promotion

Promotion includes any activity used to influence the sale of merchandise, services, or ideas. While retail stores sell products, they also, in a way, sell ideas. The retailer is "selling" the idea of what is in fashion, and selling people the idea of an image, or what they need to look like.

Promotional activities not only sell products, they also create an image for the store, generate customer loyalty and interest, and inform and educate the public about trends and available products.

Personal selling is an important part of promotion; it contributes to the store's overall image and impression on people and gives a retail professional an opportunity to influence customers one-on-one about fashions. But nonpersonal promotion, which includes advertising, publicity, special events, and visual merchandising or display, is also important.

Advertising is one of the most important components of any retail store's promotions in today's competitive market. Advertising communicates a sales message through one of the mass media, such as newspapers, radio, the mail, and television. The media receive a fee from the advertiser for carrying that message. The goal of advertising is the same as that of promotion—primarily, to bring customers into the store to buy (see figure 1).

The effectiveness of advertising is measured by sales increases, but ads can interest potential customers in buying an item only one time. Once the customer comes to the store and makes a purchase, it is up to the quality of that product and the service the customer receives to bring him or her back to the store to buy another product.

To be affected by advertising, potential customers must have a need for the product advertised, or be persuaded that they have a need for it. Then, those potential customers must be able to afford the item. Therefore, retailers must know their customers, so that they can offer those customers the right merchandise at the right price at the right time.

Good advertising tells potential customers about the unique advantages of the product. For example, an ad may highlight the fact that a particular item is the latest fashion trend for the

Fig. 1. Advertising takes advantage of the skills of the artist and the copywriter to sell customers before they come into the store.

season that everyone will be wearing. Or it may talk about the fact that this is the best price available on a popular or necessary item. Price works better to sell some items than others.

Retail stores use different types of advertising. Ads can be either promotional or institutional. Promotional advertising tells customers about a particular item in order to entice them to buy it. Institutional advertising tries to create a good image for the advertiser, with the hope that in the long run such an image will result in more customer activity.

Advertising can also be directed at different sizes of markets. National advertising—for example, in magazines read by people all over the country—is appropriate only for products that appeal to people all over the country and that are available in many stores. Major manufacturers, such as Levi Strauss and Nike, use this kind of advertising for their products. They will advertise in fashion magazines and in magazines directed at specific markets, such as young men or women.

Many products are available only in certain regions, and advertising for those is, therefore, restricted to those regions. For example, a national chain of department stores may offer and promote fur coats only in those areas with cold climates. An individual store usually advertises only to the local market, since that is where most of its customers come from. These ads will appear in regional or local magazines, newspapers, on radio and television stations in appropriate markets, and perhaps on billboards.

Advertising decisions, therefore, are based on (1) the size of the market you wish to reach, (2) the target market or type of potential customer you want to reach, and (3) how much money you have to spend on advertising. As noted in the foregoing examples, different media are appropriate for different kinds of merchandise. Also, the different media have different audiences. The people who listen to a particular station on the radio, for example, may not be the same as those who read the business section in the local paper.

Radio is an advertising medium that is found many places—in people's homes, cars, at work, and at play. It is a good place to reach a lot of people often. It is not seasonal: people tend to listen to the radio all the time. It is also

quick: radio ads can be prepared and be on the air in a matter of days, or even hours. This is valuable to retailers having short-term sales or seasonal promotions. There are many different radio stations appealing to specific markets. The disadvantages of radio are that advertising messages are brief, and that once they are heard they are gone—a person cannot go back and listen to the message again if he or she missed some point of information. Also, people may be distracted when listening to the radio and miss your advertisement.

Television can be the most effective advertising medium because it is so "real"—you can combine images with sound and motion. This is one of the best ways to show your product. Television reaches many people, and you can target specific groups by placing your ad during certain television shows. However, television ads take a longer time to produce and space is scarcer. It is also one of the most expensive media: it is expensive to produce television advertisements and to pay for the time to run them.

Newspaper advertising is most heavily used by local retailers. Its cost is fairly low, especially in view of the number of people it reaches. It offers flexibility in the size and format of the ad, and a great deal of information can be presented in one ad. Readers have the luxury of looking over an ad carefully to find any information they are looking for, such as prices of items, store hours, and dates of sales. One of the drawbacks of newspaper ads is their popularity with retailers: there will be so many other ads in the paper that yours may be passed over.

Magazines offer many of the physical advantages of newspapers, but many magazines come out only once a month, rather than daily or weekly. You must plan ahead several months to place an ad in a magazine. Once your ad is in a magazine, it will be around for a while, and will likely be seen by people several times. Magazine ads can be very attractive, too, because of the quality of the production of most magazines. Magazines are often used by retailers more for institutional than promotional advertising.

Most retailers rely on professionals in an in-house advertising department or an outside agency to make decisions about which media to advertise in. These professionals work closely with buyers, so they know what kind of merchandise they will be promoting, and with salespeople, so they can get feedback from customers.

In addition to sales advertising, retailers often use special events to promote their merchandise. Special events can include the offering of coupons; special exhibits; or unusual activities, such as concerts, fashion shows, seasonal or thematic parties, contests, and celebrity appearances. Imagination and expense are about the only limitations on special events. Just remember that a successful special event must appeal to the appropriate potential customer; it must bring that customer to the store and into contact with merchandise; and it must create a positive association in his or her mind.

Displays

Displays are an aspect of fashion merchandising also known as visual merchandising. This involves showing merchandise in such a manner that it attracts the attention of the potential customer and induces him or her to buy what is displayed.

Once a customer is in the store, the display is a powerful tool in getting the customer interested in that particular merchandise and enticing him or her to buy it. Effective displays have a strong visual impact: they draw and hold the interest of the customer. Retail stores use exterior window displays and interior departmental displays. Departmental displays will be discussed in more detail in following assignments.

Window displays include open-back, partial-background, and full-background displays. Open-back displays provide a full view of the business or store area. Partial-background displays offer some enclosure, but customers looking in the window from outside can still see part of the store inside. This allows them to see activity and people, which can also help entice them into the store. Full-background displays are completely enclosed so that the person on the street does not see into the store. This type of display allows for more options in creating an entire visual impact. For example, to feature home furnishings, you can create a display that appears to be a bedroom or living room. Or a display of swimwear could be set up to look like the beach, with palm trees

and sand and, in the background, a painted blue sky and ocean.

Window displays help draw customers strolling through a mall or down a city street into the store. Seasonal displays can be very effective. For example, at Christmastime people often go out just to see the window displays, and a particularly good one can entice them into the store.

These exterior displays can feature a single item, or they can show related items grouped around a promotional theme or product use. For example, in the summer a department store's window display with a beach theme can include women's swimsuits and sandals, beach towels, brightly colored plastic tumblers, sunglasses, sunscreen cosmetics, and tote bags.

Even groups of unrelated items can be effectively displayed together if they are arranged well, create an attractive visual image, and attract attention.

Regardless of the type, it is important that the display itself and the windows always be kept clean and in good repair. Otherwise, the window display will communicate a poor image of the store.

Questions

1. What activities are included in promotion?
2. In addition to selling products, what do promotional activities do?
3. What is advertising?
4. How do you measure the effectiveness of advertising?
5. What is necessary for potential customers to be affected by advertising?
6. Define *promotional* and *institutional advertising*.
7. On what are advertising decisions based?
8. How do national, regional, and local advertising differ?
9. What are displays intended to do?
10. What are the different types of window displays?

Activities

1. Choose an item or a group of related items that are typically sold in department stores. Keeping in mind that good advertising tells potential customers about the unique advantages of a product, develop an advertising message for your item or items (for example, great price, trendiness or popularity, usefulness, etc.).
2. For your advertisement, determine the size of the market you wish to reach and the type of person or target market for your product.
3. Using your information from Activity 2, decide which advertising media you will use—radio, television, newspaper, magazines, other? List your reasons for choosing the media you will use.
4. Would your product be suited to a special event? List some possible events, and explain how they might help sell your product.
5. Develop a display for your product. Tell how you would display it (on mannequins, racks, etc.), with what other items, and with what kinds of props or other visual additions.

8

Women's Merchandise: Promotion and Presentation

Objectives: When this assignment has been completed, you should be able to—

1. *list the six categories of women's merchandise and give examples of each;*
2. *give examples of women's accessories; and*
3. *list the basic methods of promoting women's merchandise.*

The basics of presentation and promotion apply to any type of merchandise, but beyond those basics, each type has its own unique characteristics.

Women's departments are often the largest and highest in volume of any in a store, and it is safe to say there are more boutiques and specialty stores catering to women than to any other group. Women's wardrobes generally have more variety— different types of both clothes and accessories.

To properly present and promote women's merchandise, you must be familiar with it. Women's apparel is generally divided into six categories: dresses; sportswear and separates; coats, jackets, and suits; intimate apparel; formal wear; and swimwear and specialized sports clothing. Women's departments also include accessories.

Dresses

Dresses follow two basic design styles, horizontal and vertical, discussed in an earlier assignment. There are three basic horizontal designs: those used to emphasize natural waistlines; those that divide the garment under the bustline, known as high or empire lines; and those, known as dropped waistlines, that divide the garment at the hipline. Vertical designs—that is, those with no horizontal divisions—include princess, shift, and sheath styles. The princess design is tapered at the waistline; shifts are straight and loose. The sheath style is much like the princess style but has a closer fitting skirt.

Sportswear and Separates

Sportswear and separates include skirts, blouses, sweaters, pants, vests, and shirts. Within each of these categories are many variations on style.

Skirts, for example, have four major shapes (fig. 1)—pegged, circular, flared, and straight. Pegged skirts make the hips look larger and taper at the hemline, to make the waist look smaller. Circular skirts are wider at the hemline than any other shape. Flared skirts have hemlines wider than the waist also, which is slimming. Straight skirts have side seams running with the grain of the fabric. There are also pleated skirts. Knife pleats are straight and become gradually larger. Accordion pleats are large, while crystal pleats are narrow. Other kinds of pleats, such as box pleats, may be planned for a particular skirt.

Blouses are classic, casual, or dressy. Sweater styles include cardigans, which button or zip down the front, and pullovers, which are closed in front and slip over the head. Sweaters also come in sleeveless varieties, called vests or shells, and they come with many varieties of necklines, such as V necks, crew necks, turtlenecks, or collars.

Pants styles include jodhpurs, jeans, slacks, shorts, and overalls. They may have flared legs, wide legs, or straight legs.

Most good departments will have a complete inventory of the basics, and fewer, but higher profile, items that are more trendy.

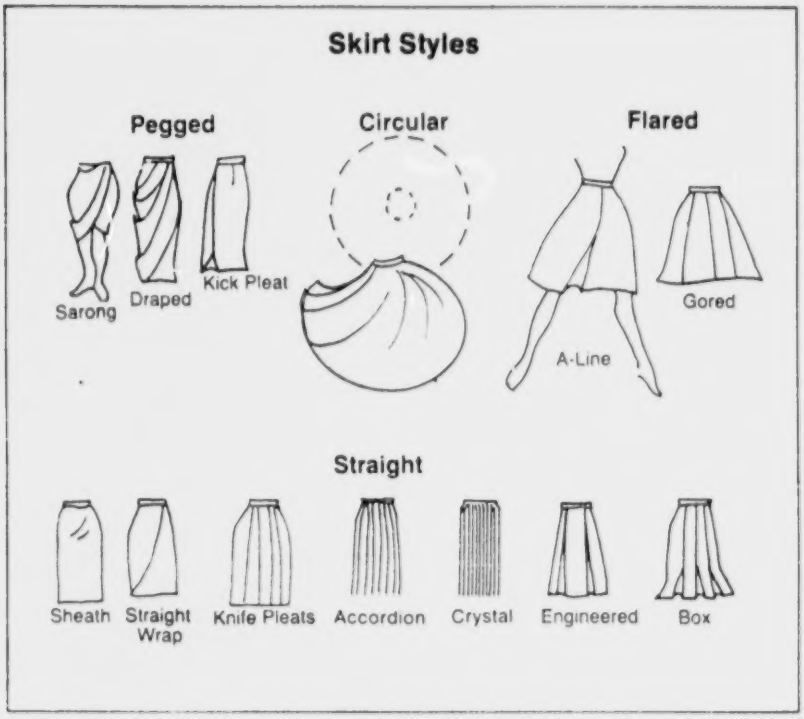


Fig. 1. A variety of skirt styles

Coats, Jackets, and Suits

Coat customers are careful customers. So are customers who buy jackets and suits, because all three types of garments tend to be expensive and are intended to be worn for a number of years. A person stretching a budget for a long-term purpose is likely to be careful in considering materials, construction, and styling.

Basic coat styles include steamers, shawl-collared coats, trench coats, double- or single-breasted coats, pea or nautical jackets, blazers, and capes. Coats can have scarves, hoods, and removable linings.

Textiles used can be 100 percent wool, wool blends, leather and suede, and others. Polyester backings may be used. For rainwear, materials now include lightweight, warm, waterproof nylons; acrylics; and other synthetic materials.

The term *jacket* can apply both to jackets that are part of suits and to jackets that are worn as outerwear. In the latter case, jackets are generally shorter than coats but also protect the wearer from the elements.

Although bought to last for fairly long periods, suits can also vary with the moods and styles of the times. Some years, a suit jacket may be a short bolero; in other years, a tunic the length of a short dress may be stylish. Skirt lengths can vary from short to floor length. Or pants may be worn, either of a full variety for evening events or much less full for other occasions. Sleeves can also differ in their tailoring, fullness, and length. The number of pieces to a suit can vary from two to four.

Suit fabrics also vary widely and include wool, cotton, linen, and synthetics, such as polyester.

Intimate Apparel

Intimate apparel is divided into daywear, nightwear, and loungewear. Daywear includes slips, bras, and underwear. Nightwear includes pajamas and nightgowns, and loungewear includes robes, caftans, jumpsuits, and lounging pajamas. These departments also may be known as the lingerie department.

Formal Wear

Formal wear, or evening wear, is usually purchased for some specific event or holiday. This merchandise usually costs a little more,

but the customer expects that in return for something special. Bridal wear is usually included in evening wear. This category also includes short dresses, floor-length dresses, and formal pantsuits.

Swimwear and Specialized Sports Clothing

Swimwear and specialized sports clothing are growing departments, as more women have taken up sports and other recreational activities. This category includes skiwear, tennis suits, jogging outfits, and exercise wear. Exercise clothes, in particular, have become very trendy, with colors and styles changing constantly and the young, active women who wear them responding to those changes.

Accessories

Fashion accessories for women include purses or handbags, belts, gloves, scarves, hosiery, jewelry, and millinery, or hats. There is infinite variety in these accessories, and trends come and go very fast. It is easy to update and change a look using accessories like belts and scarves, and many women buy basic apparel and keep it in style with accessories.

Promotion and Presentation

The basic promotion and presentation techniques used in retail—advertising, displays, and special events—are especially appropriate for women's merchandise.

Advertising

Many women stay abreast of fashion trends by reading magazines and fashion coverage in the local newspaper. Advertisements in these media perform the very important function of telling women that your store is offering those latest fashions. Advertising does not sell merchandise, however; it only brings people to your store. Then the merchandise must live up to their expectations.

Displays

Displays are a very important part of the impression potential customers get of your store and your merchandise. Typically, a store will use the most fashionable and "hottest selling" merchandise in displays. For example, you may stock dresses in basic navy and black and in classic styles that sell well. But the displays in your better dress department will feature the season's popular new colors, such as tangerine or persimmon, and the trendy sailor styles. This attracts attention, creates excitement, and tells customers that they can rely on you as a retailer to guide them to the latest styles.

As mentioned in Assignment 7, displays are visual merchandising, the way you show merchandise in such a manner that it attracts the attention of the potential customer and induces her or him to buy the featured article. Displays must have a strong visual impact—that is, their effect must be to draw and hold the customer's attention. This creates the opportunity for a sale. Think about the times you have walked through a department store, for example, and had a display of some kind catch your eye. You might not have been looking for the particular item featured in that display, but it looked so appealing that it caught your attention. Perhaps you were enticed to try the item of clothing on, and maybe even to buy it. That is one way effective displays work.

The previous assignment outlined the types of exterior displays. Within the store and in women's departments, you use interior displays. These are also categorized according to their physical characteristics. There are open; closed; wall, ledge, suspended, or platform; and model room displays. Open displays include any type of self-service presentation of goods where the customer can handle and examine the merchandise. Examples are shelves, racks, and counters.

Closed displays prevent customers from handling and examining merchandise on their own; they must get a salesperson to help. Often used with expensive or delicate merchandise, such as jewelry or lace scarves, this type of display can create a certain exclusive aura about the merchandise, giving it an air of greater quality and value.

Wall, ledge, suspended, and platform displays are placed near major customer traffic points to draw attention to special values or new merchandise. These kinds of displays make good use of available space.

Model room displays may be used to reproduce an environment like that in which certain merchandise might be used, or to create a certain atmosphere or theme. A kitchenlike room with appliances on the counters and glassware in the cabinets is one example. A room of decorated Christmas trees, with baskets of ornaments for sale around the bases, is another example.

Displays should be changed often, because the world of fashion and style changes often and needs to be portrayed as dynamic and exciting. Again, keep your basics and present them in a pleasing and attractive manner, but use the things that are popular for the season to create that excitement. According to retail consultants, fashionable basics will account for 80 percent of your sales, the season's "hot" fashions for 15 percent, and the newest high-fashion items for 5 percent. But it is those new, high-fashion items that belong in the store window and in displays. Factors to consider in selecting merchandise to display include its timeliness, current sales appeal, eye appeal, and adaptability to the display.

Today's shopper is bombarded with messages, and is busier than ever. He or she also has many different ways to spend leisure time. As a retailer, you are competing against all the other things people can do with their time. This means your advertising and promotions must have real impact to get people to come to the store. And then your presentation and sales ability must be skillful to get them to buy. (Selling is discussed in Assignment 13.)

Special Events

Special events that combine shopping with other pursuits can be very effective in appealing to the kind of consumer who likes variety. For example, fashion shows that include international food tastings, performances, or charity benefits allow your customers to get more for their time. Exciting displays can be built around special-event themes, too. As always, knowing your customers is the key to successful promotion and presentation.

Questions

1. What are the six categories of women's apparel?
2. What are the three basic horizontal designs for women's dresses?
3. What are the vertical, or no-horizontal, designs?
4. Explain why customers are likely to be careful when making a decision to purchase a coat, jacket, or suit.
5. What are the two meanings of the word *jacket*?
6. What are some ways that suits can vary?
7. What are the three divisions of intimate apparel?
8. What items do the sportswear and separates departments include?
9. What are some fashion accessories for women?
10. What basic promotion and presentation techniques are used to sell women's apparel?
11. What are the categories of interior displays?
12. For what type of merchandise are closed displays appropriate? Why?
13. How are model room displays used?
14. What are some of the factors to consider when choosing items for displays?

Activities

1. Visit a department store. Tour the women's department and list the different categories of women's apparel they carry (from question #1). See if their categories are the same as the ones listed in this assignment or different from them.
2. Find three different ads for women's apparel in your local paper. (Sunday might be the best day to do this.) Note what types of merchandise are being advertised. Are these the "hottest," trendy items, or are they basics?
3. Compare advertisements for items with the displays of the items at local stores. Are the same items featured in the ads and in the displays?
4. At a department store, see how many different types of displays you can identify. What kinds of merchandise are featured in the different types of displays? (Is expensive jewelry in closed displays? Are fashion items and accessories shown in group displays?)

9

Men's Merchandise: Promotion and Presentation

Objectives: When this assignment has been completed, you should be able to—

1. *list items included in menswear and men's furnishings;*
2. *explain how men's merchandise is sized;*
3. *list styles appropriate for men with full physiques and for slender, short, or tall men;*
4. *define* line *as used in menswear, and list the types of lines; and*
5. *list some important considerations in promotion and presentation of men's merchandise.*

For many years, change occurred far less frequently in men's apparel than in women's. More recently, however, new styles and trends have become more frequent and apparent in men's clothes. Proper promotion and presentation are important in this department, too.

Increased travel, mass media such as television, and explosive growth in fashion and men's magazines mean that today's male shopper has many sources of information about the latest trends and styles. Most men still rely on retail stores, however, to guide them to the appropriate fashions.

The popularity of a particular style is affected by retailers, because they decide which styles to stock, and when to stop carrying them. Retailers try to stop carrying a particular style before it loses its popularity, so they will not get caught with unsaleable merchandise. The nature of the item itself also affects its popularity.

Finally, customers themselves affect that popularity. Ultimately, your customers decide whether or not to buy something in your store. Customers are influenced by many things, including advertising, and, of course, they cannot buy what is not offered. But designers and retailers alike need to keep in mind the preferences of the customer because, in the long run, fashions must please that customer.

Menswear includes suits, coats, and sports jackets. Men's furnishings include shirts, sweaters, neckwear, underwear, and hosiery (socks), as well as sleepwear, gloves, hats, and belts.

Sizes

Men's coats and suits are graded according to chest measurement and height, which is indicated by Short, Regular, and Long. For example, a coat or suit may be a 39 Long, meaning a 39-inch chest and a coat longer than average. At most retailers, alteration service is provided for suits since, even among a group of men wearing the same size, there will be variation in body build. Alterations include taking in or letting out the waistbands of pants and the length of sleeves and pants legs.

Dress shirts are sized by neck size and sleeve length, although sport shirts are usually sized just as small, medium, large, and extra large.

Styles

Proper sizing is obviously important in menswear. But, just as with women's wear, there are different lines that flatter different basic body types. Line refers to the general style with respect to the sequence or arrangement of outlines, contours, and other elements. Straight and curved lines are used in men's fashions. Straight lines can be vertical,

horizontal, and diagonal. Curved lines can be full and restrained.

Vertical lines are used to lengthen or slim. Diagonal lines can also achieve this effect. Two diagonal lines angled inward direct the eye down, and the effect is to narrow the frame and add height. Horizontal lines decrease height and add width. Full or restrained curves give the effect of movement and youth. Several curves used together broaden the physique.

Form and space are created through the use of lines. The form of a garment is also called its silhouette, which is the dominant feature of the garment when seen at a distance. This is the first impression of the outfit.

Garments also have balance, which is the spatial relationship between the top and bottom or right and left sides of the item. Balance can be formal, where all portions are equally weighted, or informal, where they are unequal. When designing or choosing garments, you should also consider the proportion, or size relationships, between the garment and the wearer, and between various elements of the garment itself.

It is important to fit a customer with the size and the line that will be most comfortable and flattering to that individual. This will create a satisfied customer who will come back to shop at your store again.

Men with full physiques, that you might call portly or heavy, need lines that add height and reduce fullness. Narrow, vertical stripes; single-pleated or plain-front pants; cut-in or tailored waists; squared shoulders; single-breasted coats with full lapels; wide ties; and dark colors all add height and make the wearer appear more slender.

Slender men need lines that provide an illusion of more bulk. Natural shoulder lines, narrow lapels, and double-breasted fronts widen the figure. Short figures should, as a rule, wear single-breasted coats; short, narrow lapels; natural shoulder lines; and narrow, tapered-leg pants and cuffless trousers.

Tall men are generally well proportioned, but they may need to wear styles that seem to reduce their height. Plaids and checks reduce height and sometimes add bulk. Natural shoulders, double-breasted fronts, long, peaked lapels, and straight-cut coats are all suited to tall men.

Menswear

As mentioned, menswear includes suits, coats, and sports jackets. Men's suits come in two- and three-piece styles. Two-piece suits consist of pants and a coat, while a three-piece suit includes a vest.

Variations in coats include double- or single-breasted (one or two rows of buttons), lapel size and length, arrangement of pockets, cuts at the waist, and side or center vents (slight openings at the bottom of the coat to allow more freedom of movement). Natural shoulders in coats slope gently from the neck outward to the arms, following the natural contours of the body. Built-up shoulders use padding to add squareness and bulk to the coat. Coats and dress pants are also sold separately, as are sports slacks.

Pants or trousers are either plain-front or pleated-front, and they may have waistbands designed to be worn without a belt (continental style) or with loops for a belt (traditional style). Variations also include pocket arrangements (fig. 1) and the leg taper.

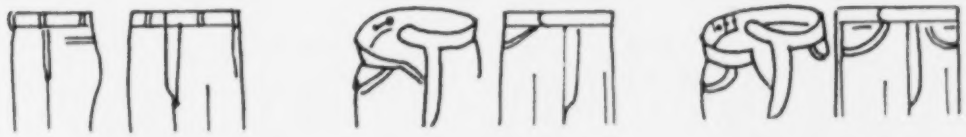


Fig. 1. Even such small details as pockets can make a big difference in slacks styles. Shown here are straight, frontier top, and crescent top pockets.

Sports slacks are virtually the same as suit trousers, but they are often made of lighter weight fabrics.

Men's Furnishings

The styles of men's shirts vary through differences in their collars, cuffs, and cut. Collar styles vary widely but are basically regular spread, with points of 2 1/4 to 2 1/2 inches; long-pointed; button-down; or snap tab. Cuff styles are French, which close with cuff links; barrel, secured by a single button; and convertible, which have additional buttonholes to allow the use of a second button or a cuff link.

Men's sweaters have the same basic options as women's: cardigans, which button or zip in the front, and pullovers. Sleeveless sweaters are slipovers or vests.

Ties include the four-in-hand, which is about 52 to 54 inches in length and has a pointed or square end. This style is named for the method of knotting the tie around a shirt collar. There are also clip-on versions, which have a permanent knot and do not actually go around the neck but clip to the front of the shirt. There are also bow ties, which either clip on or tie. Novelty ties include ascots, bolos, and string ties.

Men's underwear includes briefs and boxer shorts, undershirts, and T-shirts. Socks come in varying lengths, from regulation or ankle-length up through crew length; slack, or mid-calf, length; and executive, or overcalf, length (fig. 2).

Quality

There are some important indicators of good quality design and manufacture in menswear that apply to most garments. For those with collars, points should be matched in length, width, and pattern. Stitching throughout should be clean, uniformly gauged, and continuous, and any threads should be trimmed. Buttonholes should be cleanly cut and reinforced. Pockets should be tacked in upper corners so they do not sag. If the fabric has a pattern, it should be matched from the pocket to the fabric below. Patterns should also match at collar points and where two front openings come together for buttoning. Distinctive patterns should match across the front and back. Colors should be even throughout, with no light or dark places.

Promotion and Presentation

Americans of all ages and sexes are spending less and less of their leisure time shopping. Shopping is becoming less of a pastime and more of a chore, even though retailers are doing everything they can to fight this trend with things like food courts, festivals, and more efforts to enhance the experience of shopping.

For most men, shopping is something done of necessity, not something done by choice. In promoting and presenting men's merchandise, therefore, it is wise to stress convenience and value.

Fig. 2. Sock lengths

Advertising

As discussed earlier, advertising is either institutional or promotional. Institutional advertising, which is intended to create goodwill for a company but not sell any particular item, is often seen for menswear. Many national manufacturers of men's clothing advertise their products in national fashion magazines. Such names as Polo, Ralph Lauren, and Bill Blass may come to mind.

Your local store is more likely to advertise in the local newspaper, because the readers of that paper live in the area and can reasonably be expected to shop in your store. Local radio, television, and billboards may also carry your store's ads.

Promotional advertising, designed to give customers information about a particular product or service, is also appropriate for men's clothing. It is common practice in men's retailing to have sales on basics and suits twice a year. These regular sales are perfectly suited to promotional advertising in local newspapers and on radio and television stations.

Displays

In selecting what items to feature in a display, remember that you must consider the item's timeliness (is it current, "hot" fashion?); its current sales (you might want to boost sales of a slow item or take full advantage of a fast-selling item); its attractiveness; and its adaptability to the display. Consider also the needs and preferences of your customers. With menswear, as mentioned earlier, you can make shopping easier for customers who are busy and to whom shopping is a necessary chore.

It might make sense, for instance, to organize menswear to present full wardrobe lines to particular customers—for example, dress suits displayed with appropriate shirts, ties, socks, underwear, and outer coats. Another area might feature casual shorts with casual shirts, socks, and hats. These areas could be decorated and designed to impart the appropriate feel of the merchandise being offered. For example, in the suit area, you could go for a corporate, formal look with wood and leather couches.

As always, knowing your customer is paramount. While certainly many men do their own shopping, statistics show that women still do much of the shopping for them, particularly for basic items, including shirts, socks, underwear, and such toiletries as cologne. Promotion and presentation of these items should be done with women in mind, too.

There are many men's items that lend themselves to seasonal advertising specials and special events, such as contests and showings. One example is cruise wear, which includes shorts, print shirts, and boat shoes. Fall clothes, including wool slacks, sweaters, and scarves, can be promoted around themes such as football.

Questions

1. List the categories in men's apparel and furnishings.
2. How are men's coats and suits size graded?
3. How are men's dress shirts sized?
4. What kinds of lines in garments are used to lengthen or slim?
5. What kinds of lines are used to decrease height and add weight?
6. What variations are found in men's suit coats?
7. What are some indicators of quality in menswear?
8. What are good points to stress in the promotion and presentation of men's apparel?
9. What factors do you consider in choosing items to feature in a display?

Activities

1. Visit a local department store. List the different categories of menswear it carries.
2. Note what types of displays are used in the men's department. List the types of displays and the items featured in each. Are the items appropriate for the type of display? Why or why not?

10

Children's Merchandise: Promotion and Presentation

Objectives: When this assignment has been completed, you should be able to—

1. *list the categories included in children's merchandise;*
2. *define the customer in the infant's department;*
3. *define* layette;
4. *list the factors in determining toddlers' sizes;*
5. *list the sizes in the girls' and boys' departments;*
6. *list important considerations in presenting infants' merchandise;*
7. *list methods of promotion in children's merchandise; and*
8. *list several factors to consider in promoting children's merchandise.*

Although there are basic promotion and presentation techniques, discussed in the last assignment, effective use of them varies from one department to another.

Children's merchandise includes infants', toddlers', girls', and boys'. Usually, these divisions will be located next to each other, perhaps in one large children's department or on one floor of a department store. Some boutiques and specialty stores cater to the children's market.

Infants' Department

As with all retail, it is important to know your customer. In the infants' department, the ultimate consumer, or wearer, is not the buyer. Most customers in this department are mothers-to-be, new mothers, grandmothers, and other relatives. There is a lot of opportunity for salespeople to provide help to these customers in making selections. Certainly, a liking for children or experience with them is a plus. Often salespeople in this area will have children of their own, but experience with brothers and sisters or nieces and nephews is also helpful.

A baby's first wardrobe is called a layette. A layette is an assortment of essential clothing, bedding, and other items. A basic layette might include the following:

- cloth diapers—4 to 6 dozen
- diaper pins
- diaper covers or wraps
  (Note: The above items are only for those who opt to use cloth diapers instead of disposables.)
- shirts—6
- kimonos (similar to nightgowns)—3 to 4
- one-piece snap suits—3
- sacque sets—3 to 4
- gowns—3
- sweaters/jackets—depends on season
- receiving blankets—6
- bootee sets or socks—4
- crib/cradle
- bedding:
  waterproof pads
  fitted crib sheets
  crib blankets or comforter
  bumper pad
  small pillow
- bottles—2 to 4 if breastfeeding, 8 otherwise
- bottle brush or dishwasher rack
- extra bottle nipples
- bibs—4 to 6
- high chair
- infant bath or bath sponge
- washcloths—6
- towels—6
- brush and comb
- nail scissors
- soap, shampoo, powder, lotion

- car seat
- optional/gift items:
  stroller, shawls, diaper bags, toys, rattles

Complete infants' departments carry most, if not all, of these items.

For first-time mothers, aunts, and friends who are not familiar with infant needs, a helpful salesperson is a welcome sight. If you are knowledgeable, available, and helpful, you will not only make a good sale; you will also establish a reputation. Satisfied customers will send other friends and relatives to you.

Toddlers' Department

The toddlers' department is an extension of the infants'. Toddlers range in age from one to three years old. Children this age outgrow their clothes quickly, but they are also beginning to play a lot and need durable, comfortable clothes. Many parents buy toddlers' clothes to allow for some growth; for example, they will buy the next larger size if the child is near the top of the range for one size.

Weight is a good guide for determining the proper size for a toddler. Sizes range from 1T, which fits, generally, a child of 23-27 pounds, to 4T, which fits one weighing 37-40 pounds. Children at these ages are learning colors, so clothing is more colorful. It is often simply constructed so that youngsters can help with dressing themselves. Certainly by the age of five, most children can dress themselves, so clothing for this age group should be made accordingly.

Quality construction is important because active children get their clothes dirty often, and frequent washings can be hard on clothes. Point out to customers reinforced areas, such as knees and elbows; strong stitching and smooth seams; suitable, durable closings, such as zippers and buttons; room for growth; and high-quality fabric. Parents will appreciate such pointers and will see the value of the garments you present.

Typical toddler wardrobes include two-piece playsuits; dresses for girls and suits for boys; casual coordinates, such as knit shirts and boxer shorts; and overalls and jumpsuits. Colors and trim are often used to distinguish boys' and girls' clothes at this stage. Toddlers usually need sweaters and jackets as well, along with caps or hats and mittens or gloves. Sleepwear, socks, and shoes are basic parts of the youngster's wardrobe, too. When fitting toddlers' shoes, measure both feet, and allow plenty of room for length, width, and height of the toes. Fit should be checked while the child is standing up wearing the shoes. The shoe should not press down on the toes or pull across the instep.

Girls' and Boys' Departments

In these departments, "fashion" is more important. Children begin to have definite ideas about what styles they want to wear, and they are very conscious of what other children are wearing. In recent years, parents and children have become conscious of this, and more children are wearing miniature versions of their parents' own styles.

Sizes in these departments range from 3 to 6x. While the numbers of the sizes correspond roughly to age—an average sized four-year-old wears size 4 clothes—height and weight are the best way to determine appropriate size.

In these departments you are also beginning to see different types of clothes, such as sportswear and formal wear, accessories, coats and jackets, swimwear, and sleepwear. Little boys' departments usually carry suits. Accessories are good items to suggest to friends and relatives as gifts for young children and their parents. Headwear and mittens, purses, and costume jewelry are popular accessories.

Promotion

Advertising is just as effective for children's departments as for any other in the store, and, in the case of boutiques or specialty stores devoted exclusively to infants' and children's wear, just as important as for any other store.

As always, it is critical to know your customer. For infants' merchandise, remember you are advertising to adults. For boys' and girls', you may advertise to the children or to their parents, depending on what the message is for a particular ad.

Special events can be effective in these departments, too. For example, back-to-school fashion shows, contests, and special events like performances by clowns are good for boys' and girls' departments. Seasonal themes work for infants' and toddlers' departments as

well. Many parents buy their children Easter outfits from the time they are infants, and special Christmas outfits are also popular. Special events built around these holidays are easy to dream up.

Visual merchandising, or displays, is still one of the most effective promotional methods. Displays will vary for the infants' and children's departments. Displays of infants' and toddlers' clothing seldom use mannequins. For children's wear, however, there are child-sized mannequins. Group displays, such as suggestions for entire layettes, can be used effectively in the infants' department.

As with any department, there are basic factors to be considered when selecting what items to feature in a display. These include the items' timeliness, their current sales appeal, their eye appeal or attractiveness, and their adaptability to the particular display.

Presentation

With infants' wear, trends and current fashions are much less important than they are in, for example, women's wear. There are changing styles and fashions, of course, but they tend to be less dramatic variations of the basic designs.

An important consideration in the presentation of infants' merchandise is how to help customers determine the right items and the right sizes. Most infants' departments are organized by sizes or age groups, and divided into boys' and girls' sections. For example, newborn sleepers will be on one rack, 6-month boys' shirts and rompers on another, and 6-month girls' rompers and dresses on another. Salespeople in this department need to be knowledgeable about sizes, which can be confusing to the inexperienced.

In the toddlers', boys', and girls' departments, styles and trends are more important. For toddlers, you are still appealing mostly to the parents, although, as mentioned, children this age are beginning to develop ideas about what they do and do not like. They are also becoming conscious of what their peers are wearing.

If you work in the boys' or girls' departments, remember that these children have strong ideas about what they like and do not like. It is still important for salespeople to be able to help customers choose correct sizes, but a good salesperson can also now help make selections appropriate to the current style, the season, and the occasion when the clothes will be worn.

Questions

1. What categories are included in children's merchandise?
2. Who are many of the buyers in the infants' department?
3. What is a baby's first wardrobe called? What basics does it include?
4. What age range is included in toddlers' clothing?
5. What is a good guide for determining size in the toddlers' department?
6. What is the size range in the girls' and boys' departments?
7. What is the main difference in promotion of infants' merchandise and promotion of boys' and girls'?
8. What are important considerations in the presentation of infants' merchandise?

Activities

1. Visit the infants' department at a local store. Compare the merchandise against the basic layette checklist in this assignment. Note which items the store carries and which it does not. Note some sample prices and total up the cost for a basic layette.
2. Visit the toddlers' and the boys' and girls' departments at a local store. See if you can identify smaller versions of some of the current fashion trends mentioned in earlier assignments. For example, are clothes in these departments primarily in certain trendy colors?
3. Look for ads for infants', toddlers', or boys' and girls' merchandise in newspapers and magazines. For each ad, can you tell the audience at which it is aimed? Are most of the ads for this merchandise aimed at adults or children?
4. Compare the display methods used in the infants', toddlers', and the girls' and boys' departments. Note which methods are used in which departments and the items featured. Can you explain any differences?

11

Shoes

Objectives: When this assignment has been completed, you should be able to—

1. *list the steps in shoe production;*
2. *list the three elements of shoe fashion; and*
3. *explain the proper process for fitting shoes.*

Shoes are an important fashion item, and there is an entire design and manufacturing industry for them. Shoe designers generally coordinate their work with the current styles in wearing apparel, so that trends come and go in shoes pretty much in step with other fashions.

Making Shoes

Shoe designers work on drawing boards just as clothing designers do. A patternmaker then interprets that design into pieces of material that will be assembled into the final product. While many steps of the manufacturing process are automated, there are still some that must be done by hand. This affects the price of shoes.

The entire process of making shoes consists of five steps: cutting, fitting, lasting, bottoming, and finishing.

The upper material is cut first. Leather is one of the most expensive upper materials, because it must be cut one layer at a time (as opposed to the practice in dressmaking, for instance, of cutting many layers of cloth at once). Leather is one of the most desirable materials for shoes because it is flexible, strong, lightweight, and attractive. It also "breathes," or allows circulation of air, which is more comfortable. There are many different kinds of leathers, varying in quality and price. If leather is not properly treated, a shoe may crack or break. Other materials used to make shoes include fabrics (including cotton and canvas, which many tennis shoes are made of) and synthetic materials, such as vinyl or plastic.

The cut pieces of a shoe pattern are taken to the fitting room to be put together. There are several different ways to construct shoes, and, in addition to the basic process of stitching the pieces together, there are many other optional steps. These steps affect the look of the shoe and the price. The more steps involved, the more costly the shoe. While this assignment does not go into all the details of the fitting process, if you are interested in pursuing a career in shoe sales, you will need to learn a little about them.

Lasting is the process of shaping the shoe over a last, or model of the foot. Each last is a specific size and width, and there is a last for the left foot and one for the right foot. The assembled pieces are drawn tightly over the last and fastened down for shaping.

Then the sole and heel of the shoe are attached to the upper material, a process called bottoming. Three main types of bottoming are cementing, molding, and sewing. After they are attached, the soles are polished and buffed to give them a shiny new finish. After that, the lasts are removed and the upper material of the shoe is cleaned, polished, and treated. Any ornamentation, such as bows or tassels, is then added. Finally, the shoes are inspected and boxed for shipping.

Shoe Fashion

Shoes are an important part of a total fashion look. Design, color, and materials are three elements of shoe fashion.

Design is the style and lines of the shoe, what gives it a distinctive look. Shoes will fall

into basic styles, such as pumps, oxfords, sandals, and boots (fig. 1). Anyone selling shoes should be familiar with and be able to identify the basic shoe styles.

Color is particularly important in women's shoes, because many women coordinate shoes with particular outfits and other accessories. Typically, there will be a group of colors in style in any particular season, and those colors will have specific names. A peachlike color may be called coral one season and buff sand the next. These names are just as much a part of current fashion as the actual color, so it is important for the salesperson to know them.

Shoe materials contribute to a particular style through texture and appearance. It may be the smooth texture of patent leather or the unique grain of lizard that is in style this season. By using varieties of materials and combinations of them, designers can create many different looks.

Selling Shoes

As with other fashion items, fashion and economics in shoes must go together. In other words, the final cost of a shoe, no matter what the design, must be within the means of the intended consumer. A higher priced shoe can be sold on the basis of good value if it is also a high-quality shoe. In other words, people will be willing to pay a little more for a shoe if they know it is very good quality and will last them a long time. Of course, in that case, the design must be more classic and less trendy so the customer will feel comfortable with the idea of wearing the shoe over several seasons.

Proper fit is an important part of the selling process. If you sell shoes, you will have a responsibility to fit shoes properly and recommend a proper fit to all customers. Sometimes, customers may want a particular shoe design even though it does not fit their feet properly. Remember that, in the long run, a poorly fitting shoe will probably mean an unhappy customer, while a proper fit will mean a happy customer who is more likely to return to buy more shoes from you.

Foot-measuring devices give an indication of foot size, but the salesperson must visually judge all the characteristics of the customer's foot together with the fit of a particular shoe when it is tried on. If a shoe does not appear to fit well on the foot, or the customer complains that it is uncomfortable or does not fit, look for specific problem areas and adjust the size (length or width) accordingly.

Men, women, and children require slightly different fitting techniques. But, in general, you always seat the customer and remove both shoes, smooth any wrinkles from socks or hosiery on the customer's feet, slip on the new

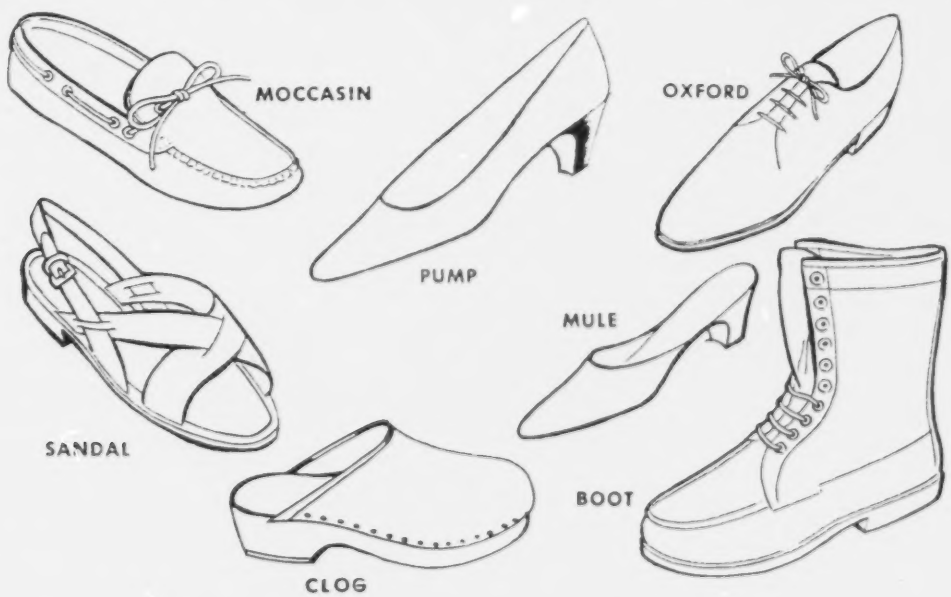


Fig. 1. Basic shoe styles (Courtesy National Shoe Retailers Association)

shoes, and have the customer stand. If the shoe has laces, lace up both shoes. Check the fit visually and by feeling the toes, heels, and widths of the shoes. Have the customer walk in the shoes and ask if they are comfortable. Watch while he or she walks to be sure heels do not slip off or pinch and that the shoes give properly.

To sell shoes, or any other fashion item, you yourself must have an appropriate appearance. If you are selling top-quality, high-priced shoes to businessmen and businesswomen, you will need to be dressed in styles similar to those worn by businesspeople. This helps establish your credibility with your customers. Your appearance should always be neat and clean so your customers will be comfortable letting you fit them with shoes.

You should be knowledgeable about shoes in general and your products specifically. Speak confidently about the shoes, and give the customer as much information as possible about them. If you are selling top-quality shoes, this information will tell the customer that the shoes are worth their price. Be helpful with selection of styles and colors, and provide the customer with a proper fit. You might bring out other options of style and color in the customer's size once you have a good idea of the sort of thing he or she is looking for.

Your greeting techniques and methods for closing the sale will be the same as with other apparel; only your product is different. With shoes, you will often be helping a customer coordinate a particular outfit, and you might have the opportunity to suggest styles or colors that will also work with other outfits. You can also suggest accessories to coordinate with the shoes a customer selects. As always, be sure you are selling the appropriate style and price range to your customers. That creates satisfied customers who will return for your help when they need shoes again.

Questions

1. What in manufacturing affects the price of shoes?
2. Name the five steps of the shoe manufacturing process.
3. What is one of the most expensive upper materials for shoes, and why?
4. What is a last?
5. Name three elements of shoe fashion.
6. What are two important points to the selling process?
7. What is the proper way to fit shoes?

Activities

1. Visit a shoe store or a shoe department in a department store. Identify as many types of shoes as you can. Prepare a list of the types, materials, and sizes available, together with stock numbers.
2. Observe the visual merchandising used in a shoe store or shoe department. Report on it.
3. Look for ads for shoe stores and shoe departments. Report on how the ads appeal to customers.

12

Preparing Marketing Plans

Objectives: When this assignment has been completed, you should be able to—

1. *define* merchandising;
2. *list the steps in preparing a marketing plan;*
3. *explain what situational analysis should include;*
4. *define* primary *and* secondary research;
5. *define* goals *and* objectives *in a marketing plan;*
6. *define* target market *in a marketing plan;*
7. *list the six questions to answer in defining your marketing message;*
8. *list common strategies in merchandising; and*
9. *define* cooperative promotions.

Merchandising is the planning involved in marketing (or offering for sale) the right merchandise, at the right place, at the right time, in the right quantities, and at the right price. Marketing is the total effort that will transfer those goods from point of manufacture to the ultimate purchase by the consumer. A marketing plan is a detailed statement of the procedures by which marketing objectives are to be realized. Merchandising plans forecast your store's gross margin, which is the difference between what you pay for merchandise and what you sell it for. This is the source of income for the store. A merchandising plan will include stock, sales, purchases, markups, and markdowns.

It sounds like a big job, but it does not have to be. There are basics to preparing merchandising and marketing plans. These include situational analysis, setting of goals and objectives, identifying a target market, formulating a message, setting strategies, budgeting, and measurement and evaluation (fig. 1). Completing these steps will help you decide what merchandise to stock in your store and how to promote and present that merchandise to sell.

Analysis

You start with analyzing your situation. The information to be analyzed comes from personal observation, or the things you already know or can see; from research; and from competitive analysis. Your situational analysis should include (1) information about how your store is doing, (2) information about your customers, and (3) information about your competitors.

How your store is doing will be determined by figures on customer traffic, sales, and profits, and analysis of whether these numbers are increasing or decreasing. Most of this information is available in store records.

You must also look at who your customers are—their ages, their gender, income range, and other characteristics that affect the kind of merchandise they buy and why they buy it at a particular store. Some of this information is available in sales records, particularly for customers using store charge cards. Some research will be required to round out the information. Appropriate kinds of research include surveys of shoppers in the store, phone surveys of known customers, random phone surveys of people in your geographic area, and mail surveys. There are professional firms that do this kind of research. You will work with them on the kind of information you want to get from the research, and what will be the most effective means of getting that information, within your budget.

Factors in Creating a Marketing Plan

- Situational analysis
  - Personal observation
  - Research
  - Competitive analysis
- Goals and objectives
  - General goals
  - Specific objectives: product, place, price, promotion
- Target market
- Formulating a message
- Strategies
- Budget
- Measurement and evaluation

Fig. 1. What you have to think about when planning

Surveys such as these are called primary research because you are getting new, specific information. There are also secondary sources of information: chamber of commerce reports and government reports, for example, will give you general information, such as the age and income ranges of residents within your geographic area.

To analyze the competition, you must first identify it. In today's hectic world, competition for a person's shopping time and dollar comes from many areas—other shopping centers, catalogs, discount stores, strip centers, warehouse clubs, television shopping networks, and even things such as festivals, concerts, and movies (including home videos!).

You should become familiar with your most direct competition—for example, the nearest store selling similar merchandise at a similar price. Walk through the store yourself, look at their advertising, listen to customers' comments. What is the competition doing differently from you? What are they doing the same? What areas do they seem to be most successful in, and can you tell why? Are they doing more advertising than you, or does their advertising seem to be more effective? Why? Drop in on their special events and check out the crowd.

If you know what your competition is doing well, and what they are doing not-so-well, you can counter with your own actions. You can plan to beef up your efforts to match theirs in the areas where they seem to be doing better, and make much noise about the areas where you are doing better than they are.

Goals

Once you have analyzed your situation, you can set goals and objectives for your own marketing efforts. You first set general, overall goals. For example, you may decide to increase sales in women's wear this year.

Then, you set specific objectives. These specify the product, place, price, and promotion. For example, you decide to increase sales of women's sportswear in your mall store, by 20 percent. You will do so by creating a new advertising campaign for the Sunday Women's section of the local newspaper and by holding spring and fall special events. Your objectives must be clear, so there will be no question whether you have achieved them or not. This means they must also be measurable. If you want to increase sales in one department by a specific percentage, you will look at last year's sales figures, then this year's (once your plan has been implemented), and see if the increase occurred.

Target Market

Now you get down to the nitty-gritty. To achieve your goal and objectives, you must decide to whom you are going to promote your merchandise. For our example, you may decide your target market—that is, both current and potential customers at whom you are going to direct your efforts—will be women ages 21 to 35, with incomes of $25,000 or more, and active lives or an interest in sports and outdoor activities (fig. 2). Once again, you must first know who your customers are. If you already have many customers who fit your target market, your marketing efforts will be different from those needed if you were trying to win new customers that fit this description. In most cases, it is better to try to make existing customers buy more or more often than to create completely new customers. But, of course, it is sometimes necessary that you create those new customers.

You must find out as much as you can about your target market—what interests them, what kind of message will appeal to them, and

Fig. 2. After you set a goal, you need to decide what target market will help you reach that goal—and what your message should be.

where that message is most likely to reach them. Will the young women in your target market be more interested in the lowest price, the best service, or the most fashionable image? Whichever it is, that is what your advertising and promotions should promise. Do they want to hear about the quality of the garments, see a fashion show, or enter a contest? Do these women read the morning paper, listen to the rock-and-roll radio station, or watch the evening television news? You will have to know in order to place your advertising message where they will see or hear it.

Message

When you know who your target market is and all about that market, you can formulate your message. In order to make that message most effective, ask yourself these questions:

- What reaction do I want from my audience?
- What is the principal thought I want them to remember?
- What is it about the product or message that will help the audience believe that principal thought?
- What else is happening in the marketplace and what perceptions do people have that will affect my message and how they receive it?

If you can answer all of these questions, you should be able to create a message that will get results.

Strategies

You will now need to plan out the specific steps in your merchandising and marketing plan—what you will do with your message in order to reach your market. Always relate these steps back to your objectives. Common strategies are holding special events and advertising new or seasonal merchandise or sales on the radio and in the newspaper. Window displays and visual merchandising within the store are also part of your marketing effort.

If you are going to advertise, you will need to decide in which media to do so and how often. You will need to arrange to have your advertisements actually produced, by an in-house department or an agency. You will need to make a time line, deciding exactly what dates your ad will run in the newspaper, on radio, or on television. If you are going to have a sale or a special event that you plan to advertise, you will need to consider lead times and media deadlines.

If you are planning a special event such as a fashion show, you will need to make a time line for planning and promoting that event. You may need to reserve a room, hire an announcer, a band, and a caterer; confer with the buyer on the merchandise to be featured; hire models; print invitations and posters; and decide on a host of other details. All of this should be planned out and written down.

For displays, you will need to be sure that

you select appropriate items—those that are timely and attractive—and that you have plenty of stock on hand. You will need to plan visuals and props to go with the display, and make plans for any support advertising or other promotions you will do to tie in with the displays. This is an area where you can be especially creative, because there are fewer constraints on what you can do than there are in other forms of advertising.

Budget

Once your plans are final, you will need to determine how much it will all cost. Often, you will have a budget limit, and if your plans exceed that limit, you will have to do some revising, some cost-cutting, and maybe a little extra work.

For advertising, costs are available from the media in which you are going to place ads. The advertising department or agency can give you an estimate of what it will cost to produce the ads. For special events, you will have to go over all the details and make a list of everything you will be spending money on. Such an event may include room rental, equipment rental (tables, chairs, tablecloths, sound system, lights), catering, entertainment, decorations, invitations, and photographers. Call services that provide these things and ask them for bids, then make your budget accordingly.

Measurement and Evaluation

When your advertising plan has run its course or your special event is over, it is time to evaluate how you did. This kind of looking back helps you do a better job the next time, because you can continue to do the things you did right, and learn from your mistakes. Evaluation should include some hard figures—how much sales increased during your advertising period or after your special event, how many people attended, and so forth. It should also include comments from customers and sales staff, and your own professional judgment of how things went. Write these things down, and then write a general evaluation of your merchandising effort. Then make a list of the things you think you did right and the things you think you did wrong, and write out how you would change them.

Do your evaluation soon after your effort, so the impressions and information will be fresh in your mind. Months down the road, when you are planning another advertising campaign or fashion show, you will be glad you wrote all of this information down.

Cooperative Promotions

Many major manufacturers have budgets for doing cooperative promotions with retail stores that carry their merchandise. A cooperative promotion is simply one where the retailer and the manufacturer (or another vendor) share the cost and, perhaps, some of the planning and materials used.

Clothing manufacturers might help set up fashion shows for new seasonal lines or a new designer. They might provide artwork for ads or posters for promotions of new merchandise. They might even sponsor a tour of stores by a popular designer.

When making your merchandise plan and setting your budget, check with manufacturers about the availability of cooperative promotion money and assistance. Other vendors, such as major credit card companies, might also be interested in cooperative promotions. Taking advantage of these allows you to do more promotion for your store.

Questions

1. What is merchandising?
2. What is marketing?
3. What is a marketing plan?
4. What is a merchandising plan?
5. What are the basics to preparing marketing and merchandising plans?
6. From where does information for situational analysis come?
7. What should situational analysis include?
8. What are primary and secondary research?
9. In order to make your message most effective, what questions should you ask?
10. What are some common strategies?
11. What is a cooperative promotion?

Activities

1. Choose a specific department of fashion apparel—for example, women's dresses, men's coats and suits, or infants' wear.

Write out a hypothetical marketing plan for that department. You will not be able to include some of the pieces of the plan, but do include goals (sales targets, for example), a target market description, a promotional message, and strategies.

2. Call promotion departments at local stores and ask if they can share with you marketing plans from past seasons. Compare these with your hypothetical plan. Would you make changes in your plan based on the samples from the actual store? Indicate what those changes would be.

13

Selling

Objectives: When this assignment has been completed, you should be able to—

1. *define* selling;
2. *list the things you need to know in fashion sales;*
3. *list the steps required in making a sale;*
4. *list the three ways of approaching a customer; and*
5. *list three ways to close a sale.*

Selling is broadly defined as the transfer of goods or services to another person in exchange for something of value, usually money. In fashion merchandising, selling is a process that begins long before any exchange of goods takes place.

Selling is the entire process of persuading a prospective customer to buy a particular product or service and assisting that customer in doing so.

In order to sell successfully, you must be meeting the needs of customers and benefiting them in some way. It is up to you as a salesperson to determine the needs of customers and then to help them select products to meet those needs.

The product itself and the price help determine customers' needs. You are not helping your customers or yourself in the long run if you convince them to buy something that is not right for them or that is priced beyond their means. A good sale results in a satisfied customer, who will return again and again to buy more. Repeat sales such as this are the backbone of any retail business.

Sales Knowledge

In fashion sales, you should have knowledge of the merchandise, current fashion trends, fashion terminology, and your merchandise. You also need "people skills"—in other words, the ability to approach people, talk with them, and be comfortable around them. Good listening skills are helpful, too.

Knowledge of the merchandise means knowing about fabrics used, the quality of the merchandise, its durability, and the care it requires (fig. 1). Customers will rely on you to provide this kind of information. This is available from fashion publications, manufacturers, and others at your store. Do not hesitate to ask questions. The more you know, the more you will be able to assist your customers.

You must also be familiar with current fashion trends, and those that are just on the horizon. Customers rely on retail stores to show them the latest fashions while that

Fig. 1. Product knowledge is part of a dynamic duo of selling that also involves good "people skills."

merchandise is still in style. You should read the same fashion publications your customers are reading, then get additional information from buyers and others in your store.

You must understand fashion terminology, too. This means that you can describe styles accurately and talk about design features and make. Customers will not have much confidence in you if they know more of the industry "jargon" than you do.

Sales professionals need good people skills, which basically means understanding human nature, knowing what people like and want. Selling is persuasion, and in order to persuade, you have to know what people need, how they feel, and why. This takes tact, persuasiveness, and cheerfulness. Any time you are dealing with the public, you need patience. The old adage is "The customer is always right," and that means that, even when you know the customer is wrong, you do not make an issue of it. You may end up feeling satisfied that you proved your point, but you probably will not have a sale. Remember that shopping should be a positive experience, and buying something new should make a customer feel good. Finally, remember that sales are what pay your salary.

You will also need knowledge of your particular department. You should be familiar with the basic styles, lines, and categories of the merchandise you are selling, and how they suit certain body types.

Sales Technique

One of the most important things to remember is that you are providing a customer service. You can provide to your customer desirable merchandise and advice on how to wear and care for that merchandise to best advantage. You can help them select items suited to them personally, and you can help them choose items that fit into their specific wardrobe and lifestyle.

Making a sale requires taking your customer through a series of stages leading up to a purchase. First, you must gain the prospect's attention. Then, you gain that person's interest in the product. You must then find a way to make that product desirable in the customer's mind. Finally, the prospect will take action, buying the merchandise.

There are different approaches to gaining a prospect's attention, and which to use will depend on your assessment of that individual. One approach is a simple greeting, such as hello. This works both in intimate settings, such as boutiques or exclusive departments, and in casual settings.

Another approach to attention-getting is to offer your services by saying something like "May I help you?" This is probably best used when a person appears to be in a hurry or to know exactly what he or she wants. Be careful not to overuse it, and be aware that it gives the prospect the opportunity to turn you down, by saying "No, thanks" or "I'm just looking." Then it will be awkward for you to reestablish contact later.

The merchandise approach involves immediately directing the prospect's attention to goods. This works, for example, when a prospect is already looking at a particular item. You can approach with a comment about the goods, such as the fact that they are new arrivals. This is even more effective if your approach requires a response. For example, you might then say, "Those colors look perfect for you, too."

Now it is time for you to determine the customer's needs. You can ask questions of the prospect, but be careful not to annoy him or her with too many questions too fast. The prospect's response to merchandise you show is good information in determining needs. Pick up on what seems to be of interest and what comments are made about the merchandise.

This presentation is the next step, and is your chance to arouse the prospect's interest in particular merchandise. You are continually gathering information about what this person likes and needs by paying attention to reaction and comments. Once you have narrowed the selection down to a few items, you may need to spend some time overcoming the prospect's objections. This may mean providing additional information about the merchandise, then giving the customer some time to look it over and to try it on.

Finally, you need to close the sale. A prospect may close it for you by saying she or he wants a particular item, but things may proceed more quickly if you close the sale by simply asking for it. This does not mean you should be pushy or rude or rush the person into a

decision. Use your judgment, and when a prospect seems ready, go ahead.

You may close the sale by suggesting items to go together—for example, "Let me show you a great scarf to go with that sweater." Or you can offer a positive choice, such as "Do you want both dresses and the scarf, or the blue one and the scarf?" Or, ask whether the customer would like to charge the purchase or pay cash. Whatever method you use, make the customer feel that it was his or her decision to make the purchase.

Follow-up

After you have made a sale, with a little effort you can turn that buyer into a client. A customer is someone who makes a purchase; a client is someone who makes purchases from you on a regular basis. By providing excellent service, giving a customer what that customer needs and wants, you can turn a customer into a client.

Keep notes on customers—what they purchase and why, if you know. Keep a record of sizes and colors preferred, and note how the person paid for purchases. When new merchandise comes in, call those customers you know are interested in that type of merchandise and let them know. Have items selected ahead of time for them to look at. Suggest items for your client to give to others as gifts as well. In other words, get to know that person's buying habits and preferences, and do everything you can to graciously and politely offer service in meeting his or her needs.

Questions

1. What is selling?
2. What factors are necessary to sell successfully?
3. What things should you know in fashion sales?
4. What does making a sale require? List the steps.
5. What are the different approaches to a customer?
6. What are ways of closing the sale?
7. What is the difference between a customer and a client?

Activities

1. Select a specific department of the store—women's accessories, intimate apparel, etc. Write out a practice approach to customers. Include your greeting, possible suggestions for interesting them in specific merchandise, and possible ways to close a sale.
2. Visit a local department store and walk into several different departments. Note the greetings used by the salespeople. Write them down after you leave the department. Which ones seemed the most effective? The least effective? Why?

14

Inventory Control

Objectives: When this assignment has been completed, you should be able to—

1. *define the role of the receiving department;*
2. *list reasons why orders may be refused by a retailer;*
3. *explain the two ways merchandise is checked;*
4. *describe the two types of tickets used to mark merchandise;*
5. *list the information included on tickets;*
6. *list stockkeeping chores; and*
7. *list methods for organizing merchandise on the floor.*

The key to retail success is having the right merchandise in the store at the right time and in the right amounts and right sizes. This requires a continuous flow of goods from manufacturer to retailer, and an efficient receiving operation to be responsible for the goods from the time they reach the store until they reach the sales floor.

The receiving department is responsible for this flow. On arrival, the contents of a shipment is checked by individuals in this department against an order form called an invoice. This may be double-checked against a buyer's invoice that shows what was ordered. The department checks to see that the number of packages and items match, and that they are in good condition, not damaged. The prices are also checked to make sure they match. If everything is in order, the receiving clerk signs a delivery receipt or bill of lading showing that the merchandise has been accepted.

Orders may be refused if merchandise is delivered at a later date than promised. Remember, in retailing, styles and fashions change, and the store must have goods on the floor while they are selling the best. A shipment may also be refused if the manufacturer has increased the price without approval, if the items or quantity do not match what was ordered, or if any merchandise is damaged.

After a shipment has been accepted, merchandise is sent to the marking room, where it is unpacked and tagged with the selling price.

Clerks ready merchandise for the floor, perhaps by putting items on hangers if that is how they are to be sold. Quality checks will be conducted to make sure the quality or make and details of the goods agree with the order. Quantity checks are performed to make sure the right number of each item and each size is present.

These checks may be direct checks, where every item is compared with the invoice, or spot checks, where randomly selected items or packages are checked and the entire shipment checked only if an error is found.

All of this checking requires staff and time and is, therefore, expensive. Many errors still make their way to the sales floor, where a salesperson helping a customer or checking a display may find them.

If caught early enough, defective items are returned to the manufacturer. You will need to know your store's policy on returning merchandise to the manufacturer. Buyers want to maintain good relationships with manufacturers and must know how to handle large returns.

Marking

In smaller stores, markers may still mark merchandise by hand. In larger stores, machines do the marking. Either way, markers must ensure that the right tags are on the right goods. Errors here can be extremely costly.

Several different types of tickets may be

used to mark merchandise with the department number, classification number, date received, manufacturer, color, size, and price. These types include hangtags and pressure-sensitive tickets.

Hangtags are tickets hung directly on the merchandise. These are usually imprinted with an inventory number that indicates style and color, the size, and the price. Nearly all retail stores have computerized cash registers, and when a salesperson makes a sale, the information from the tag is keyed into the computer.

Pressure-sensitive tickets are much like mailing labels. They have a gummed back that adheres to an item when pressure is applied.

More and more stores are installing scanner systems. Instead of someone's manually entering numbers from the ticket into a computer, these tickets have a bar code which is read by a hand-held laser scanner. The laser transmits the code to the computer, which translates it into the appropriate numbers. There is much less error with this system than with manual entry of numbers. Errors cost money, since entering the wrong numbers may mean a salesperson charges $2.50 for an item, instead of $25.00. Wrong entry can also cause errors in inventory, causing a store to run low on a popular color or size.

These laser scanner systems can also be used to check in merchandise shipments. Instead of manually counting each item to see if the proper number has been received, a clerk can run the scanner over the bar code of each item.

Maintaining Merchandise

Stockkeeping chores include keeping merchandise on the floor clean and orderly and the racks and shelves looking well stocked. Everything in the store must always be clean and orderly or customers will be turned off. Well-cared-for merchandise appears more valuable and appealing to customers.

Usually, merchandise on the floor is sorted by size, type, style, or color. This makes it easier to locate items you want to show to a customer. It also makes it easier to tell what is selling and what is not, and where stock on a particular size or color is running low.

The actual arrangement of goods depends on the nature of the goods. Some items sell better on hangers, others on shelves or in cabinets or bins. Sales staff must continually straighten merchandise and put it back in order, and keep backstock in the stockroom or under counters in order, so that it will be easy to find items there, too.

Alert salespeople are also always looking out for items on the floor that have become soiled or damaged. Each time you clear a dressing room or straighten up a display that customers have been looking through, you should check the items over carefully. Look for missing buttons, makeup on collars, torn seams or hems. These damaged goods must be removed from the floor immediately. Some may be cleaned and repaired and returned to the floor; others may be sold at a discount later or discarded.

If properly performed, stock work can increase sales and profits for the retailer.

Questions

1. What is the role of the receiving department?
2. What are reasons orders may be refused?
3. What is done in the marking room?
4. What are direct checks of quality and quantity? Spot checks?
5. What are the different types of tickets used on merchandise?
6. What chores does stockkeeping include?
7. How is merchandise organized on the floor?

Activities

1. Visit a local department store and find out what tasks related to inventory control or stock maintenance are done in the receiving room or stock room. Report on what you learn.
2. Report on what tasks related to inventory control or stock maintenance are done on the sales floor.

15

Loss Prevention

Objectives: When this assignment has been completed, you should be able to—

1. *list the ways stores lose money;*
2. *list and describe techniques for preventing loss from theft; and*
3. *list ways customer service can prevent shoplifting.*

Retail stores can lose money through error and through theft. Improper marking of garments is one error that can cause loss. For example, if 100 dresses are marked for sale at $35 instead of $85, that can result in significant lost dollars, even if the error is discovered after only a few of the dresses are sold. Ringing up the wrong price at the cash register can also mean lost dollars: even if the dress is marked properly, if the salesperson keys in $35 instead of $85, money is lost. Even simple errors such as giving the wrong change can add up to significant losses to the store.

Theft may be the most significant source of loss. It is an unfortunate fact of life that all retailers must deal with shoplifters. Shoplifters in this country steal an average of $9 billion a year from stores. Retailers must charge higher prices for merchandise to offset this loss, and they must spend money on loss prevention.

Loss Prevention Techniques

Methods used to prevent shoplifting include uniformed security guards, plainclothes security guards, camera surveillance, and electronic surveillance.

Uniformed security guards are a visual deterrent: if someone has noticed guards around or in the store, that person is less likely to attempt to steal something. Plainclothes guards generally pretend that they are shoppers, carrying bags and looking at merchandise, but all the while watching the shoppers. These individuals are not there to deter shoplifters, but to catch them.

Camera surveillance is popular in large, crowded stores, particularly discount stores. A more discreet method than actual cameras mounted on walls and doorways is dark-glass bubbles in the ceiling, which allow cameras to see all around the store, from every angle.

Some stores are reluctant to use visible cameras for fear of offending customers. Electronic surveillance can be more discreet. The most common method is the placing of sensors on merchandise. Monitors at the entrances to the store sound an alarm if one of the sensors is carried past them. When you purchase an item, the salesperson removes the sensor.

Specialty stores and some of the more exclusive department stores feel even this electronic method is annoying to customers. The sensors can be bulky, creating a nuisance when a customer is trying on clothes, and a salesperson may forget to remove a sensor or a monitor may malfunction, setting off an alarm and embarrassing or angering a customer.

Stores must weigh these concerns against their loss from theft.

Customer Service as a Loss Prevention Technique

Perhaps the best loss prevention method is good customer service. If a person is greeted when he or she enters the store, that person knows the staff is alert and will be watching. Someone inclined to shoplift will think twice about doing so under such watchful eyes. And, of course, a customer with no thought of

shoplifting will simply appreciate good service.

This service extends beyond the greeting. You should continue to check back with customers as they browse through the department. Again, customers will appreciate the help, and shoplifters will be warned away. Accompany customers back to the fitting area, making a mental note of the number of items they are taking in. Return to offer assistance, such as fastening buttons or getting a different size or color. All of this is good customer service, but it also allows you to make sure a shoplifter is not hiding merchandise under other clothes or in a bag.

Some department stores have monitors at fitting rooms and allow customers to take in only a certain number of items at a time. This can be an effective method in larger stores, but again, smaller shops and specialty stores may fear offending customers with this approach.

If you know most of your customers and are genuinely interested in greeting and helping those you do not know, you will make it difficult for an unscrupulous person to steal from your store.

Questions

1. What two ways can stores lose money?
2. What are some methods used to prevent shoplifting?
3. What is the most common method of electronic surveillance?
4. What is probably the most effective method of preventing loss?

16

Trends—Past, Present, and Future

Objectives: When this assignment has been completed, you should be able to—

1. *name the four significant historical fashion periods;*
2. *name a fashion trend from each of the decades of the 1900s;*
3. *discuss trends affecting the retail industry today; and*
4. *discuss trends within the fashion industry.*

As trends in our society and fashion tastes come and go, we tend to take it for granted that people always have worn, and always will wear, clothes. Throughout history, we have worn different kinds of clothing for different reasons.

Primitive people wore very basic garments to protect them from cold, the sun, and the other harsh elements of nature, such as sharp rocks and thorns. Much later, variations in style, color, and quality of clothing became a way to distinguish different occupations and even rankings in a society. Accessories such as jewelry and headwear were used to designate ranks within social units. Fabrics, furs, and jewelry even became valuable items used in trading with other social groups. A warrior dressed differently from a king, who, in turn, dressed to be distinguishable from common workers. Likewise, farmers dressed one way, traders another.

There are four significant historical periods in the history of fashion: Egyptian civilization, ancient Greek civilization, the Roman empire, and the Renaissance (fig. 1).

The Egyptian civilization is noted for its use of headgear and fine cloths among the higher ranking members of the society. The fine gold and beaded jewelry of the Egyptians is on display today in many museums the world over. This society was also one of the first to use cosmetics extensively—perfumes, dyes for the hair, and paints on the lips, cheeks, and eyes.

The ancient Greeks also developed distinctive styles of clothing. Some of the styles and traditions found in our current fashions come from this civilization. Hair ornaments are one example. The tradition of white dresses and veils for weddings is another.

During the time of the Roman empire, fashion was also very important, and some of the Roman developments are still in vogue today. Tunics, also worn in ancient Greece, are one example of a fashion from Roman times that is still popular today.

After centuries of turmoil and stagnation in society, a period called the Dark Ages, a vital period known as the Renaissance ensued. This was a time of revived interest in art, philosophy, education, science, and commerce. As society made many advances in these areas, the changes were reflected in the clothing. A middle class composed of merchants and tradespeople grew, and with it a demand for fine clothing. New industries devoted to such things as making shoes, jewelry, and textiles were created.

A number of important fashion contributions were made during the Renaissance. Clothing was constructed from separate pieces that were cut and sewn to fit the body. Buttons were used as fasteners, and hose or tights were attached to each other. Lace came into use. Velvet, satin, damask, brocade, and flannel continued to be used. Men and women carried purses, since pockets on garments were not common. Hats were popular with both sexes as well. Jackets were padded at the shoulder and trimmed with fur.

France began its long reign as a fashion center during the Renaissance. The courts of kings Louis XIII, XIV, XV, and XVI

promoted elegant and showy clothing, and their styles were imitated throughout the modern world.

While the pioneers were settling in America, fashion continued to be influenced by current styles in England and France. America did make contributions to fashion. These included shawls and muffs; ruffled petticoats to create a full bell-shaped silhouette; and bustles, or a skirt with fullness bunched in the back.

Blue jeans, which were first created as durable, heavy-duty work clothes, may be the most notable fashion contribution of this country. They appeared at the time of the American frontier. Today, of course, they are worn by both sexes for many occasions, and coveted in many other countries as well.

During the twentieth century, each decade has become associated with a particular style. Of course, styles do not automatically appear and disappear with the beginning and end of a decade, but certain fashion developments can be linked in a general way with each decade of the 1900s. During the teen years (1910-1920), women began to wear more tailored looks. Magazines and newspapers began to carry more fashion news, bringing clothing more to the attention of the general public. The first World War (1914-1918) also affected apparel. Assembly-line production was necessitated by the wartime economy, leading to dramatic growth in ready-to-wear clothing and, consequently, to growth in retailing.

In the so-called Roaring Twenties, times were good and fashion became flashy and fun. Wristwatches became popular. Women wore short hair and headbands at the forehead level. Hats with small brims, called cloches, were favored. Other fads were costume jewelry and long strands of beads.

The Thirties were marked by the Depression, when the country's economy crashed and almost everyone experienced hard times. Fashions were most influenced by the movie community on the west coast and society people on the east coast. The basic black dress was used for day and evening wear, with different accessories. Shirtwaist dresses were worn for any occasion, depending on the fabric they were made from.

Women entered the war effort during the Forties, and government restrictions on fabrics and colors—also caused by the war—limited clothing designs. Hem lengths were at the knee, and there were no ruffles and only one pocket. Mass production of clothing led to standardization of sizes in women's clothes. War attire and native attire on both fronts of World War II (Europe and the Pacific) affected fashion back home. Examples are the short, military jacket, called the Eisenhower jacket, and tropical print fabrics. Jeans became much more popular during this decade, with women wearing them for work and teens wearing them for cultural reasons. After the war was over, long, full hemlines came in.

The Fifties continued an economic boom, and the explosion in television viewing created demand for the fashions seen on personalities and models on the "tube." More casual clothing fit in with the suburban lifestyle, and synthetic fabrics made caring for clothes easy.

EGYPTIAN

Mink stoles became status symbols, and gloves were popular.

"Anything goes" could be the best way to describe the Sixties, when traditions were shunned, especially by young people. Miniskirts grew shorter and shorter. Unisex garments were basic items worn by both sexes. Boots were fashion basics of this decade. Long hair was in style for both men and women. Fads of the Sixties included the stand-up collar of the Nehru jacket and tie-dyed clothes.

In the Seventies, basics returned. Pantsuits became popular for women for a while, then man-tailored business suits for women were common workplace wear. Over the decade, the design of suits for women became softer. A more natural look became the popular style, which included comfortable walking shoes and jewelry made of things such as shells, stones, and feathers. Designer jeans appeared.

The Eighties saw a resurgence in classic, "Ivy League" styles, such as khaki pants, button-down shirts made of cotton, and crewneck sweaters. With penny loafers or deck shoes, this was known as the "yuppie" look. (*Yuppie* stands for "young, upwardly mobile professional.") At the same time, this decade saw more variety in fashions than in any other during the century, as it became more acceptable to wear fashions suited to your own individual lifestyle and tastes. Fashions can, and do, change more quickly now as television and modern communications bring different cultures closer together and industries are automated and computerized for rapid response to shifts in consumer preferences.

Today, clothing is still worn for the same basic reasons it always has been. It protects us from heat and cold and the other elements of nature. It also serves to communicate our standard of living, status, occupation, hobbies, and even our mood. Certain occupations are still readily identifiable by clothing. Those in which people wear actual uniforms are obvious—airline careers, nursing, police work. But even if an occupation does not require a formal uniform, we can often tell people's jobs by the general type of clothing they wear. Men and women in dark suits often work at banks or law firms. Those dressed in the latest fashions may work for advertising agencies, fashion magazines, television or movie production studios, or other businesses where creativity and individuality are tolerated and even encouraged. Of course, as with any generalizations, there are many exceptions.

Current Trends Affecting Fashion

Americans today have less leisure time, and more pursuits are competing for that time. People do not shop for fun as much as they used to—there are too many other things to do. Retailers are competing against other retailers, and against work, family demands, and leisure activities—everything from using video recorders to traveling.

Consumers are less loyal than they used to be; they shop around for price and convenience, rather than just shopping at the same stores they have always frequented. Sales and

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markdowns are here to stay. Retailers must continually work to keep the customers they have and to attract new ones.

Fewer, larger companies own more of the stores, which can create an impression with shoppers that everything is the same.

All of these trends affect the way today's retailer does business. Stores today use more research to guide them in stocking and promoting their stores. They look for ways to distinguish themselves from the competition. Fortunately, they do have more sophisticated tools at their disposal.

Newspaper publishers have more advanced technology, which allows them to produce better ads and such pieces as four-color inserts and coupons. Radio and television have become more and more targeted. New media options have been developed. Overall, the quality and technology of advertising and promotions have improved. Printing is more sophisticated, and so are the media.

Retailing seems to be going in two directions—in one direction, toward the store with everything, and, in the other, toward the very targeted, unique store. Department stores are strong, but so are specialty stores. The specialty stores, in an effort to distinguish themselves from the department stores, are moving toward developing their own merchandise more and buying from markets less. That allows them to offer to a customer something he or she cannot get at the department store. Private labeling, where merchandise is designed, manufactured, and labeled for a specific store, gives customers something special, worth making a trip for. There will be more of this "niche" marketing in the future.

Fashion Trends

Overall, the fashion industry is paying more attention to what consumers need—certainly designers are listening more to the customer, and even manufacturers must be sensitive to the consumer. Retailers and manufacturers must pay close attention to fashion and to social trends that affect what people are wearing.

Because of this, industry people predict a variety of fashion in the 1990s—a variety of skirt lengths so women can wear whatever they feel comfortable in and a little bit of everything in terms of styles. This flexibility is especially apparent in women's work clothes. Men continue to become more fashion conscious.

Clothes will probably be more sensible, more conservative, lighter weight, and more comfortable. Yet fashion has become more relaxed, with a variety of styles to suit individual tastes and lifestyles. Regional designers are making a mark on fashion—partly because a designer in a particular region can have a better sense of what the people there are asking for. People will be less conscious of wearing what is "in" and will be wearing what they look and feel good in. Consequently, designers and retailers will have to be more sensitive to the customer and offer more options.

All of this flexibility and sensitivity to the customer makes life tense for retailers and designers. Although social trends and events and recent consumer behavior will give retailers some direction, they will be offering new merchandise and then holding their breath to see if it sells. Experts caution that in all of this, retailers must remember that shoppers want to be excited, that shopping must be a positive experience. One sale event after another will become tedious quickly, and will put retailers in a tough spot.

More people will be buying their clothes by mail. For people busy with work and family, this saves time and hassle. It is also something of a backlash against poor service. The public has a perception that salespeople in retail are rude and unhelpful, and shopping by mail allows them to avoid any contact with these people. Retailers will be competing by going into the mail order business, even if it is just locally, and by returning to quality service.

Questions

1. What are four significant historical fashion periods?
2. What significant fashion developments are associated with each decade of the 1900s?
3. Why do we wear clothes?
4. What does clothing communicate?
5. What trends affect fashion today?
6. What are some fashion trends today?

APPAREL MARKETING

Answer Book/Teacher's Guide

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Apparel Marketing

Answer Book/Teacher's Guide

Published by

The University of Texas at Austin
Extension Instruction and Materials Center
Division of Continuing Education

Developed under a contract with

Texas Education Agency
Austin, Texas

1991

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Printed in the United States of America

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Curriculum Specialist / Jim Cockrum
Editor / Ann Gallaway
Cover Art and Illustrations / Ben E. Smith, Jr.
Production Coordinator / Barbara Sutherland
Director, Materials Development / Barbara E. Selke-Kern, Ph.D.

Additional copies may be ordered from:

THE UNIVERSITY OF TEXAS AT AUSTIN
Extension Instruction and Materials Center
P.O. Box 7218
Austin, TX 78713-7218
512-471-7716 or 1-800-252-3461 (within Texas)

Stock Number DE 419 A

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COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 and 11375; TITLE IX 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulation by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs of activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

I. Using *Apparel Marketing* for Independent Study and for Classroom Instruction

Apparel Marketing features content needed to move up in a career in apparel marketing. Because of its broad coverage, it can be useful to students in entry-level jobs, to employees who are already in higher level positions, and even to unemployed students who are just considering this area of marketing as a career. For students in co-op training stations it is related to the approvable occupational category of 11650750.

This publication is meant to replace several older publications in various branches of apparel marketing. It will be especially useful for students in department stores who move from department to department—or for other students who get jobs in different types of stores. To provide that overview without requiring excessive time, the student manual is not as long as the specialized publications that preceded it. However, it contains enough material to give the student a good basis for entering a career. Because of possible later moves, students may benefit from using the entire manual even if they remain in one department during their high-school-level training. For many, upward mobility may depend on a broad variety of training and experience.

Apparel Marketing provides information that will help to develop the thinking skills required for the several levels this area of marketing requires. The content is appropriate to entry-level employees, master employees, and even supervisory-level employees.

Assignments in the student manual have questions that cover specific information, but they also feature activities which have students visit specific stores and observe what is currently being done. The activities do not require that students have jobs. They ask for reports, which can be either written or oral, as determined by the teacher. The activities will take varying lengths of time, so teachers should analyze them for how they can best fit the learning situation.

Students using the manual may also benefit from studying the EIMC individualized manual entitled *Physical Distribution*, to the extent they have tasks related to that function. Another related publication is *Marketing Fibers and Fabrics*. It provides more technical and sales-related information for this area of marketing. A computer-assisted instruction set is available for use with it. Other EIMC publications on fashion merchandising are also available.

The content in *Apparel Marketing* can serve two purposes. It can be assigned as independent study related to specific tasks done on a job. Or it can provide information for classroom coverage of apparel marketing.

To help make both uses possible, this *Answer Book/Teacher's Guide* replaces the usual answer-book format provided in the past. It contains information that is needed for planning and presenting instruction.

A number of benefits result from new features in this publication.

For efficient planning of instruction, there is a list of assignments that includes their objectives. These provide a quick review of what might be taught in class, or what should be considered when making and grading assignments. By reviewing this material carefully first, the teacher will find it easier to see how the manual's content relates to various lists of tasks done on the job, and to other information being covered in the course.

To make the manual valuable for presenting specific Marketing Education courses, the related essential elements for those courses are provided.

For developing training plans and planning related instruction, there are short lists of tasks for entry-level jobs in apparel marketing.

To relate manual content to supplemental materials available from the MarkED Resource Center, there is a list of key competencies based on foundations of marketing and functions of marketing in the National Curriculum Framework.

To show how the manual relates to training on a job, sample training plans are provided. However, because content is not task oriented, it may be necessary for the teacher to make considerable adaptations for individual situations.

To help in using the manual when preparing for DECA competition, there is information on DECA publications and competition in this area.

For efficient grading, there is a substantial answer key.

1. Assignments and Objectives in *Apparel Marketing*

Assignment 1: Introduction to Fashion and Fashion Merchandising

1. define *fashion;*
2. identify the typical development cycle of a fashion;
3. explain reasons for changes in fashion;
4. explain the difference between fashion and style;
5. recognize the role of taste in fashion; and
6. define the role of merchandising in the fashion industry.

Assignment 2: Current Fashion

1. explain the role of the designer in introducing new fashion;
2. describe influences on design;
3. define the role of producers in design and fashion; and
4. explain the significance of brand names in fashion design.

Assignment 3: Careers in Fashion

1. name the three areas of career opportunity in the fashion industry; and
2. name specific jobs available within these three areas.

Assignment 4: Buying

1. list several major market locations;
2. define the function of markets;
3. define the role of the buyer; and
4. list the qualities important in a buyer.

Assignment 5: Retailing

1. name the different types of retail operations; and
2. list the characteristics of each type of retail operation.

Assignment 6: Merchandise Basics

1. list the characteristics of basic apparel design;
2. list the basic elements of design; and
3. define each of the basic elements of design.

Assignment 7: Merchandise: Promotion and Presentation

1. define *promotion;*
2. define *advertising;*
3. list the factors needed for a customer to be affected by advertising;

4. define *promotional* and *institutional advertising;*
5. define *national, regional* and *local advertising;*
6. list the factors affecting advertising decisions;
7. list different types of special events and the characteristics of effective special events; and
8. name the two types of displays, and list the different options for exterior window displays.

Assignment 8: Women's Merchandise: Promotion and Presentation

1. list the six categories of women's merchandise and give examples of each;
2. give examples of women's accessories; and
3. list the basic methods of promoting women's merchandise.

Assignment 9: Men's Merchandise: Promotion and Presentation

1. list items included in menswear and men's furnishings;
2. explain how men's merchandise is sized;
3. list styles appropriate for men with full physiques and for slender, short, or tall men;
4. define *line* as used in menswear, and list the types of lines; and
5. list some important considerations in promotion and presentation of men's merchandise.

Assignment 10: Children's Merchandise: Promotion and Presentation

1. list the categories included in children's merchandise;
2. define the customer in the infants' department;
3. define *layette;*
4. list the factors in determining toddlers' sizes;
5. list the sizes in the girls' and boys' departments;
6. list important considerations in presenting infants' merchandise;
7. list methods of promotion in children's merchandise; and
8. list several factors to consider in promoting children's merchandise.

Assignment 11: Shoes

1. list the steps in shoe production;
2. list the three elements of shoe fashion; and
3. explain the proper process for fitting shoes.

Assignment 12: Preparing Marketing Plans

1. define *merchandising;*
2. list the steps in preparing a marketing plan;
3. explain what situation analysis should include;
4. define *primary* and *secondary research;*
5. define *goals* and *objectives* in a marketing plan;
6. define *target market* in a marketing plan;
7. list the six questions to answer in defining your marketing message;
8. list common strategies in merchandising; and
9. define *cooperative promotions*.

Assignment 13: Selling

1. define *selling;*
2. list the things you need to know in fashion sales;
3. list the steps required in making a sale;
4. list the three ways of approaching a customer; and
5. list three ways to close a sale.

Assignment 14: Inventory Control

1. define the role of the receiving department;
2. list reasons why orders may be refused by a retailer;
3. explain the two ways merchandise is checked;
4. describe the two types of tickets used to mark merchandise;
5. list the information included on tickets;
6. list stockkeeping chores; and
7. list methods for organizing merchandise on the floor.

Assignment 15: Loss Prevention

1. list the ways stores lose money;
2. list and describe techniques for preventing loss from theft; and
3. list ways customer service can prevent shoplifting.

Assignment 16: Trends—Past, Present, and Future

1. name the four significant historical fashion periods;
2. name a fashion trend from each of the decades of the 1900s;
3. discuss trends affecting the retail industry today; and
4. discuss trends within the fashion industry.

2. Marketing Education Essential Elements Related to Content in *Apparel Marketing*

The content of this publication relates to three sets of essential elements promulgated by the Texas State Board of Education in 1988.

Students using this publication will most likely be enrolled in Marketing Education I or Marketing Education II, or in one of the first two general courses in Marketing Education. They can also benefit from the opportunities given in the essential elements which are common to all Marketing Education courses. Selected essential elements from both categories are provided below.

In addition, some students may be in the 2- to 3-unit course on apparel marketing, for co-op or lab situations. A list of all the essential elements for that course is provided below, because this manual may be one of the main publications for such a course.

Essential Elements Common to All ME Courses (a)

(2) Successful employment and/or postsecondary training

(C) demonstrate effective communication skills, oral and written

Marketing Education I Essential Elements (b)

(12) Concepts and skills relevant to the specific occupational objective of the students

Marketing Education II Essential Elements (c)

(6) Careers in marketing

(A) develop the skills and attitudes needed by marketing professionals

(7) Specific marketing career objectives

Apparel and Accessories Marketing Essential Elements (e)

These are the essential elements for the 2- to 3-unit specialized course for either the laboratory or the cooperative method.

(1) recognize the value of designer and brand names;
(2) understand the historical trends in fashions;
(3) recognize current fashions and new trends;
(4) apply color, line, and design theory;
(5) determine sources from which to buy;
(6) learn how and when to buy;
(7) analyze factors that influence pricing;
(8) understand textiles and trade terminology;
(9) use standard trade terminology; and
(10) prepare merchandise plans.

3. Tasks Done on the Job in Apparel Marketing and Selling Ready-to-Wear

A number of occupational titles are used for persons in entry-level jobs held by co-op students in Marketing Education. The following is a task list common to many jobs in retail apparel marketing. It can be helpful in developing training plans. Following this task list there are more detailed lists taken from competency profiles developed by EIMC.

Product and Service Technology

1. Read current fashion and trade publications to stay informed of current trends.
2. Translate label information into selling points.
3. Inform customers of construction, guarantees, or directions for items.
4. Inform customers of appropriate care of apparel and accessories.
5. Provide sources of product information to customers.
6. Inform customers of product trends and innovations.
7. Inform customers of product materials.
8. Demonstrate knowledge of fashion history and how it relates to today's fashions.

Selling

9. Help customers select correct sizes.
10. Help customers select qualities.
11. Interpret credit policies.
12. Help customers select apparel styles and accessories.
13. Maintain clientele book or computer file to obtain repeat business.
14. Write up gift certificates and special orders.
15. Answer customer questions.
16. Handle customer complaints.
17. Use appropriate or recognized selling process or technique.
18. Explain features/benefits.
19. Arrange for alterations.
20. Justify price of an item.
21. Avoid misrepresentation.
22. Plan or assist in promotional activities.
23. Make change for customers.
24. Determine sales tax.
25. Read price lists for items not prepriced.

Merchandising

26. Place price tickets on merchandise.
27. Locate merchandise.
28. Accept and study customer want slips.
29. Stay informed of merchandise in storage.
30. Perform basic stockkeeping and housekeeping tasks.
31. Prepare merchandise for stocking—pressing, folding.
32. Arrange or maintain displays.

Operations

33. Use supplies carefully to control expenses.

34. Authorize customer checks.
35. Process credit purchases.
36. Balance cash drawer against register reading; close out register.
37. Make out sales slips.
38. Process layaways.
39. Handle damaged/defective merchandise, incorrect amounts, merchandise returns.
40. Maintain accurate inventory control records.
41. Conduct periodic stock counts.
42. Determine inventory on hand from inventory records.
43. Comply with rules for handling shoplifting, customer fraudulence, and employee pilferage.
44. Practice safety procedures.
45. Operate cash registers, computers, other equipment.
46. Follow company policies.

Competency profiles were developed by EIMC for two entry-level jobs in apparel marketing. They are no longer in print, but are provided here for convenience. They are more detailed than simple task lists, in order to provide a better idea of what information should be taught and learned, at school or on a job.

Salesperson, Ready-to-Wear

General

Discusses and exhibits attributes of a salesperson, as compared to those for a clerk
Lists types of information needed by a ready-to-wear salesperson
Does any housekeeping, receiving, checking, and marking tasks required for the job held
Completes accurately forms, records, and required reports
Carries out any inventory-related tasks required
Uses computer and operates register to assist with inventory control and determining inventory
Recognizes and can deal with specific attitudes of customers
Uses a multistep sales procedure appropriate for job, business, and merchandise
Uses appropriate selling techniques
Uses appropriate closing techniques for selling
Can handle merchandise returns and customer complaints
Recognizes current fashions and new trends
Analyzes factors which influence store buying
Learns textile standards and information labels
Uses trade terminology

Menswear

With customers, uses information on fabrics, finishes, construction, style, and selling techniques for men's dress shirts
With customers, discusses selling points and other facts about men's underwear, socks, hosiery, sleepwear, robes, hats, gloves, sweaters, handkerchiefs, and other items
With customers, uses information on fabrics, construction style, and selling techniques related to neckwear
With customers, discusses selling points and other facts about men's fashion jewelry, belts, leather goods, and related accessories
Can judge good fit for specific items of clothing—for example, slacks, suits, and sportswear
With customers, discusses information about topcoats, outerwear, formal wear
Knows how to present specific items to the best advantage
Knows basic men's body types, and their effect on clothing choice
Can take required measurements for specific items

Women's Wear

Lists the categories of women's apparel
Identifies basic types or design details for each type of clothing or accessory
With customers, discusses features and benefits of specific items of clothing—including suits, dresses, coats, capes, jackets, skirts, pants, blouses, sweaters, knitted jackets, swimwear, and intimate wear
Understands figure types and can relate them to choices
Measures customers for clothing
Understands how to judge good fit for specific items of clothing
Explains a wide range of different fabrics and fibers, in terms of their appearance, uses, durability, and required care
Understands the use of colors, and how they relate to each other and the individual customer

Children's Wear

Knows children's sizes and can use this knowledge when assisting in buying decisions
Explains features and benefits for specific items of children's wear
Explains advantages of specific fabrics and the care required for each
Explains construction and other details which influence buying decisions
Understands child psychology and works well with children
Takes measurements where necessary

Salesperson—Shoes and Accessories

General

Discusses and exhibits attributes of a salesperson, as compared to those for a clerk
Knows types of information needed by a shoe salesperson
Does any housekeeping, receiving, checking, and marking tasks required for the job
Runs new shoes into stock, and returns shoes to stock after fittings
Does any display or merchandise arrangement tasks required
Completes accurately forms, records, and reports required
Does inventory, or assists with inventory as required
Uses computer and operates register to assist with inventory control and determining inventory
Recognizes and can deal with specific attitudes of customers
Uses a multistep sales procedure appropriate for the job, store, and merchandise
Uses appropriate selling techniques
Uses appropriate closing techniques for selling
Can handle customer complaints and merchandise returns
Recognizes current fashion changes and new trends

Product-related

Uses and discusses information related to sizes
Measures feet for size
Explains benefits of specific lasts, and knows when each is appropriate
Discusses arch types, and knows when to recommend each
Recognizes fitting problems and can deal with them when recommending specific purchases
Maintains departmentalization and arrangement of stock
Uses information on construction details when selling shoes
Uses information on materials when selling shoes
Knows accessory stock and takes advantages of opportunities to sell in addition to shoe sales
Knows specific shoe styles and uses this information when working with customers

4. Key Competencies for Apparel Marketing Based on the National Curriculum Framework

The competencies which follow are related to a variety of jobs which might be held by students in apparel marketing. Unless otherwise noted, they will not help in correlating the contents of the *Apparel Marketing* student manual to tasks. They could be useful in planning on-the-job or classroom instruction, because they cover specific information not addressed in the more focused *Apparel Marketing* manual.

Training for jobs in apparel marketing can involve both the foundations of marketing and the functions of marketing, the main categories of the National Curriculum Framework.

MarkED has learning activity packages (LAPs) for specified competencies listed in its catalog, available from the MarkED Resource Center. The address is Marketing Education Resource Center, Inc., P.O. Box 12226, Columbus, OH 43212-0226. The telephone number is (614) 468-6708.

The following are selected items from the key competencies of the IDECC Competency Data Base, copyrighted 1986. The competency number is given first, with a LAP number where applicable. The list is taken from a student competency record for retailing marketing specialist, and is not specified for apparel marketing. New LAPs are constantly being developed, so there may be more than are listed here. Also, the numbering system in later catalogs is somewhat different. For example, MA LAP 47 is listed as MA LAP 047 in the 1989 catalog.

MA: Mathematics

MA: 386 Make change
MA: 095 Operate register/P.O.S. terminal
MA: 388 Prepare cash drawers/banks (MA LAP 47)
MA: 354 Correct register/terminal errors
MA: 361 Close out register/terminal
MA: 089 Calculate tax, discounts, and miscellaneous charges for purchases
MA: 090 Complete sales checks (MA LAP 48)
MA: 091 Accept customer/client checks
MA: 050 Verify identification
MA: 094 Process returns, refunds, and exchanges

CO: Communications

CO: 004 Use proper grammar and vocabulary
CO: 005 Address people properly
CO: 114 Use the telephone in businesslike manner
CO: 119 Listen to and follow directions
CO: 011 Explain the use of interdepartment/company communications

HR: Human Relations

HR: 286 Develop personality traits important to business
HR: 263 Maintain appropriate personal appearance
HR: 274 Maintain positive attitude (HR LAP 11)
HR: 303 Demonstrate interest and enthusiasm (HR LAP 20)
HR: 022 Demonstrate responsible behavior (HR LAP 5)
HR: 312 Demonstrate honesty and integrity (HR LAP 19)
HR: 267 Demonstrate orderly, systematic behavior (HR LAP 4)

HR: 294 Demonstrate self-control (HR LAP 18)
HR: 296 Demonstrate appropriate creativity (HR LAP 15)
HR: 302 Explain the concept of self-understanding (HR LAP 2)
HR: 023 Explain the concept of self-esteem (HR LAP 12)
HR: 295 Use feedback for personal growth (HR LAP 3)
HR: 301 Adjust to change (HR LAP 8)
HR: 014 Set personal goals (HR LAPs 6, 7)
HR: 044 Use time management principles
HR: 269 Foster positive working relationships (HR LAPs 1, 9)
HR: 035 Explain the nature of positive customer/client relations
HR: 004 Handle customer inquiries
HR: 031 Direct customer/client to other locations
HR: 028 Show empathy for others (HR LAP 17)
HR: 021 Use appropriate assertiveness (HR LAP 16)
HR: 045 Handle difficult customers (HR LAP 21)
HR: 030 Interpret business policies to customers/clients
HR: 046 Handle customer/client complaints (SE LAP 106)

OP: Operations

OP: 131 Explain the nature and scope of operations
OP: 696 Handle company equipment properly
OP: 133 Operate calculator
OP: 126 Explain the utilization of computers in marketing
OP: 614 Explain the functions of store maintenance
OP: 077 Complete housekeeping responsibilities

5. Information on DECA Competition Related to Apparel Marketing

National DECA holds a number of competitive events related to apparel and accessories marketing, and provides publications of use both in competition and as part of the curriculum. These are discussed in an annual publication, *The DECA Guide*. All competitive events are competency-based and relate directly to the instructional program.

Available materials include comprehensive examinations from the previous year's National Career Development Conference; comprehensive exam software for the IBM PC, Apple II, TRS-80, and Macintosh; winning entries from the national written competitive event; and various student training guides.

Current copies of *The DECA Guide* are available from DECA Related Materials, 1908 Association Drive, Reston, VA 22091.

6. Sample Training Plans

Apparel Marketing is one of several publications that can be used to give a well-rounded training to students in this area of marketing. It focuses on buying and selling apparel, and does not cover in sufficient detail several other aspects of entry-level jobs, such as the tasks of receiving merchandise, which are described in greater detail in the EIMC publication *Physical Distribution*. Other EIMC publications are needed to address other tasks or training experiences for persons in this area of marketing.

The following pages have training plans which are correlated to this and other EIMC manuals. References to this manual are in boldface (**AM**). Alternative references for students who will sell only one type of apparel—for example, men's fashions—are also provided.

The first training plan is based on tasks that might be done by a salesperson in this area of marketing. It is for use with co-op students in Marketing Education I and II, taught by the cooperative method. This plan begins on page 15.

The second training plan is based on a list of the essential elements for a 2- to 3-unit specialized course in apparel and accessories marketing. This plan begins on page 19.

EIMC publications (followed by abbreviations used in the plans to indicate them) that could be used with either plan include:

Apparel Marketing (**AM**)
Basic Retail Credit (BRC)
Fashion Fundamentals (FF) (Older, more detailed publication. **AM** provides the most basic information from this book.)
General Merchandising (GM)
Making Basic Math Skills Work for You in Marketing (MBM)
Marketing Fibers and Fabrics (MFF)
Mathematics: Essential to Marketing (M:EM)
Men's Fashion Merchandising (MFM) (Older, more detailed publication. **AM** provides the most basic information from this book.)
Physical Distribution (PD)
Women's Fashion Merchandising (WFM) (Older, more detailed publication. **AM** provides the most basic information from this book.)

Note: An assignment may cover more information than that needed for the experience. "To select" means that relevant facts are found in many different assignments.

Salesperson, Ready-to-Wear

Recommended Occupational Experiences	Where Done/Mastered		Related EIMC Manuals, Chapters
	On the Job	In Class	
Product and service technology			
1. Read current fashion and trade publications to stay informed of current trends.			**AM 1, 2** FF 10
2. Translate label information into selling points.			MFF 5, 6
3. Inform customers of construction, guarantees, or directions for items.			**AM 11** MFF 5, 6
4. Inform customers of appropriate care of apparel and accessories.			MFF 5
5. Provide sources of product information to customers.			
6. Inform customers of product trends and innovations.			**AM 8, 9, 10, 11** MFM 5 WFM 5
7. Inform customers of product materials.			**AM 11** MFF To select
8. Demonstrate knowledge of fashion history and how it relates to today's fashions.			**AM 16** FF 1 through 5 MFM 1 WFM 1
Selling and promotion			
9. Help customers select correct sizes.			**AM 9, 10, 11** MFM 8 WFM 8
10. Help customers select qualities.			**AM 8, 9, 10, 11** MFM 9 WFM 9
11. Interpret credit policies.			BRC 3, 6
12. Help customers select apparel styles and accessories.			**AM 6, 8, 9, 10, 11** MFM 11, 12 WFM 11, 12

13. Maintain clientele book or computer file to obtain repeat business.			MFM 10 WFM 10
14. Write up gift certificates and special orders.			
15. Answer customer questions.			**A M 6, 8, 9, 10, 11** GM 9 MFF To select MFM To select WFM To select
16. Handle customer complaints.			GM 9
17. Use appropriate or recognized selling process or technique.			**AM 13** GM 6 through 8 MFF To select MFM 10 WFM 10
18. Explain features/benefits.			**A M 8, 9, 10, 11** MFF To select
19. Arrange for alterations.			
20. Justify price of an item.			MFF To select MFM 9 WFM 9
21. Avoid misrepresentation.			**A M 8, 9, 10, 11** MFF To select MFM To select WFM To select
22. Plan or assist in promotional activities.			**AM 12**

Mathematics

Note: Mathematics is covered in several EIMC publications and CAI sets, so students should easily find other sources. The newest EIMC publication, *Mathematics: Essential to Marketing*, covers all phases. Teachers or students should check what they have available for specific topics or skills.

23. Make change for customers.			GM 4 MBM 1 M:EM 7
24. Determine sales tax.			GM 4 MBM 4 M:EM 9

25. Read price lists for items not prepriced.			
Merchandising			
26. Place price tickets on merchandise.			GM 10 M:EM 12 MFM 13 WFM 13
27. Locate merchandise.			GM 11
28. Accept and study customer want slips.			
29. Stay informed of merchandise in storage.			GM 11
30. Perform basic stockkeeping and housekeeping tasks.			GM 5 MFM 13 WFM 13
31. Prepare merchandise for stocking—pressing, folding.			
32. Arrange or maintain displays.			AM 7 GM 12 MFM 13, 14 WFM 13, 14
Operations			
33. Use supplies carefully to control expenses.			
34. Authorize customer checks.			
35. Process credit purchases.			BRC 8, 9 M:EM 9
36. Balance cash drawer against register reading; close out register.			MBM 5 M:EM 8
37. Make out sales slips.			MBM 5 M:EM 9, 10
38. Process layaways.			
39. Handle damaged/defective merchandise, incorrect amounts, merchandise returns.			GM 9

40. Maintain accurate inventory control records.			**AM 14** GM 11 M:EM 13 PD 18, 19
41. Conduct periodic stock counts.			**AM 14** GM 11 M:EM 13 PD 18, 19
42. Determine inventory on hand from inventory records.			**AM 14** GM 11 M:EM 13 PD 18, 19
43. Comply with rules for handling shoplifting, customer fraudulence, and employee pilferage.			**AM 15** PD 17
44. Practice safety procedures.			GM 5
45. Operate cash registers, computers, other equipment.			M:EM 8
46. Follow company policies.			
Other Experiences (from any categories)			

Salesperson, Apparel and Accessories

Recommended Occupational Experiences	Where Done/Mastered		Related EIMC Manuals, Chapters
	On the Job	In Class	
1. Recognize the value of designer and brand names.			**AM 2** FF 12, 14 MFM 6 WFM 6
2. Understand the historical trends in fashions.			**AM 16** FF 4, 5 MFM 1, 3 WFM 1, 3
3. Recognize current fashions and new trends.			**AM 1, 2** FF 3 MFM 5, 6 WFM 5, 6
4. Apply color, line, and design theory.			**AM 6** FF 13 MFM 7 WFM 7
5. Determine sources from which to buy.			**AM 3, 4** MFM 6 WFM 6
6. Learn how and when to buy.			
7. Analyze factors that influence pricing.			**AM 5, 12** FF 8, To select MFM 6; To select WFM 6; To select
8. Understand textiles and trade terminology.			FF 9 MFF To select; 6, 7
9. Use standard trade terminology.			**AM 8, 9, 10, 11** FF 9 MFF 1 through 4; To select
10. Prepare merchandise plans.			**AM 12** M:EM 12

Students placed on a job might also perform duties selected from this or other lists.

1. Practice appropriate safety procedures.			GM 5
2. Do housekeeping and maintenance tasks.			GM 5 MFM 13 WFM 13

3. Do cashiering tasks.			GM 4 MBM To select M:EM 8
4. Design, prepare, and/or maintain visual merchandising displays.			**AM 7, 10** GM 12 MFM 13, 14 WFM 13, 14
5. Explain credit policies to customers.			BRC 3, 16, 24
6. Prepare sales slips.			GM 4 MBM 2, 3, 4 M:EM 9
7. Answer customer questions on merchandise, services.			MFF To select MFM To select WFM To select
8. Explain features and benefits of merchandise to customers.			**AM To select** MFF To select
9. Sell merchandise, using appropriate process, technique.			**AM 7, 13** GM 6, 7, 8 MFF To select MFM 10, 15 WFM 10, 15
10. Handle customer complaints.			GM 9
11. Assist in pricing and ticketing.			GM 10 M:EM 11, 12 MFM 13 PD 12 WFM 13
12. Assist in inventory tasks.			**AM 14, 15** GM 11 M:EM 13 MFM 13 PD 18, 19 WFM 13
13. Locate merchandise.			GM 11
14. Others			

II. Answer Key

Assignment 1: Introduction to Fashion and Fashion Merchandising

Questions

1. Define *fashion*. How does it differ from style?

   A fashion is a notable trend in our society. Style is associated with a particular individual or with a group that has distinguishing characteristics.

2. List the typical stages of development of a fashion.

   Stages of development are origination, adaptation, popularization, mass, decline, and abandonment.

3. Not all new fashion ideas introduced reach wide acceptance. What are some of the reasons why?

   Fashions may not be widely accepted because they are not practical, do not look good on most people, or cannot be produced in quantity.

4. Give three reasons why fashions change.

   Possible reasons include: designers and manufacturers are constantly bringing out new lines; seasons and social habits change; economic trends; and technological changes.

5. Define *trend*, *cycle*, and *fad*.

   A trend is a gradual, long-term change.
   A cycle is a shorter development that often recurs over the years.
   A fad is a short-term development that comes and goes.

6. Define *taste*, and explain how it applies to fashion.

   Taste is the discernment of appropriateness. In fashion, it involves the ability to select, from among available designs, clothes that are appropriate for the time, setting, event and other people.

7. What is merchandising?

   Merchandising is the presentation of what you have to sell.

Activities

1. List at least three apparel items you think are in fashion today, and identify in which stage of fashion development each is. Discuss your list with some others in your class and see if any of you identify the same items.

2. Identify two factors that have recently affected a fashion change. This could be a social trend or economic change, or the rise of a new designer. Identify some apparel items related to your two factors.

3. Visit a department store or look through a fashion magazine. Identify items that are examples of trends, cycles, and fads.

Assignment 2: Current Fashion

Questions

1. Name some current notables who influence today's fashions.

   (Examples may be Barbara Bush, Princess Diana, Michael Jackson, etc.)

2. List factors that influence a designer's lines.

   Influential factors include his or her own taste, current fashion cycles, fashion notables, and outside factors, such as entertainment and the economy.

3. What factors affect popularization of a design once it appears?

   Popularization is influenced by the nature of the item itself, the retail industry, and customers.

4. Name three major players in production. Describe the role of each.

   The three are manufacturers (all functions), jobbers (designing, planning, and purchasing of fabric), and contractors (sewing garments together).

5. After sizing, what are the steps of production?

   Later steps include marking, spreading, cutting, assembling, and ticketing.

6. What is the significance of brand names in fashion design?

   Nowadays, there are many well-known designers and brand names, and customers ask for specific brand names.

Activities

1. Look through a fashion magazine. Identify any apparel items associated with current fashion notables. Name the notables.

2. At the library, compare a current fashion magazine with one that is at least six months old. Identify the differences in the apparel you see. (Did hemlines go up or down, hats come and go, fabrics and colors change?) Are the differences due to seasonal changes, other fashion cycles, the rise or fall of a notable, or other factors? Can you explain the changes the factors caused? (Example: Economic recession caused dresses to become simpler, and suits to be made without cuffs.)

Assignment 3: Careers in Fashion

Questions

1. What are the three areas of career opportunity in fashion?

The main areas are textiles, production, and retail.

2. What are some of the jobs available in textiles?

   Jobs available include those of technicians, artists, engineers, managers, merchandisers, and executives.

3. What are some of the jobs available in production?

   Jobs available include pattern makers, markers, spreaders, cutters, managers, and sales professionals.

4. What are some of the jobs available in retail?

   Jobs available in retail include those of buyers, department managers, promotions specialists, designers or display artists, and salespeople.

5. What are the primary methods of dividing the types of retailers?

   Retailer types may be classified according to ownership, variety of merchandise, and presentation of goods.

Activities

1. Choose a job that interests you in textiles, production, or retail. Describe the job. Write a brief description of the qualifications you would need to apply for that job.

2. Put together a practice resumé listing your qualifications and background as if you had the qualifications for the job. Then go back and mark those qualifications you currently lack. List how you could go about getting those qualifications (go to a college or technical school, get a job for experience, get an internship or apprenticeship, etc.).

3. Repeat this exercise for a different job title.

Assignment 4: Buying

Questions

1. List at least three cities in the U.S. where major apparel markets are located.

   The three might include New York, Los Angeles, Chicago, Dallas, San Francisco, or Denver.

2. Who is ultimately responsible for selecting and ordering merchandise that will be offered for sale in stores?

   Buyers are ultimately responsible.

3. List some of the qualities of a good buyer.

   Qualities of a buyer include thorough knowledge of the products; the ability to determine whether clothes are well-made; the ability to determine whether the priceof an item is

reasonable; familiarity with various manufacturers; good planning abilities; the ability to make quick decisions under pressure; and up-to-date knowledge on what is in stock in the store.

4. What information do buyers' orders include?

   Buyers' orders include style numbers, sizes, quantities, prices, shipping dates, and payment arrangements.

Activities

1. Write to at least two different apparel markets and request brochures and schedules of showings and other events. (Be sure to include a self-addressed, stamped envelope with your requests.) Compare the schedules of the two markets and what they are showing. Are the lines of apparel each carries similar or different? Can you think of reasons for the differences or similarities (for example, if lines are different, are the two markets located in areas with very different climates)?

2. Assume you are a buyer for a department store. Make out a hypothetical schedule for trips to one or both of the two markets you selected in Activity 1. Schedule dates to attend each market, and times for attending specific showings or events at each. Make a list of the kinds of items you would be buying at the market, and match this list with your schedule.

Assignment 5: Retailing

Questions

1. List the different types of retail operations.

   Retail operations include boutiques, specialty stores, department stores, discount stores, and home shopping.

2. What is a department store?

   A department store is a large store divided into various departments offering everything from men's and women's clothing to accessories, housewares, cosmetics, and gifts.

3. What is a specialty store?

   A specialty store is a fashion store carrying only one type of merchandise or several related types.

4. What are some differences between department stores and specialty stores?

   These two types of stores differ in the number of different types of merchandise carried; specialty stores may offer a higher level of service; specialty stores tend to carry more trendy, newer fashions.

5. What is a boutique?

   A boutique is a type of specialty store that is smaller and more specialized. It may carry exclusive lines.

6. What are some methods of home shopping?

   Home shopping is done using catalogs and television networks.

7. What are discount stores?

   Discount stores are stores offering lower prices, usually through reduced overhead and service.

Activities

1. Visit at least three different types of retail outlets. List each store and the type of retail outlet it is. Define each.

2. Compare your three retail outlets. Which carries the most merchandise? How is the merchandise in each different? Are the prices different, and, if so, why? (Are they exclusive, more expensive lines, or are they less expensive because the store is less elaborate and has fewer salespeople, for example?)

3. List reasons you would or would not shop at each of your three retail outlets.

Assignment 6: Merchandise Basics

Questions

1. What basic guidelines must all designs follow?

   Designs should be suitable to the environment and occasion; reflect current styles and tastes; create an overall pleasing look; and fulfill a purpose.

2. What elements do designers use to achieve these goals?

   Elements include line, shape, texture, and color.

3. Name the basic lines in fashion.

   Basic lines in fashion include straight vertical, straight horizontal, straight diagonal, and curved.

4. How is the shape of a garment created?

   Shape is created by lines.

5. What is silhouette?

   Silhouette is the form or contour of an outfit—the dominant feature of the garment when seen at a distance.

6. What are the characteristics of color?

   Color characteristics are hue, value, and intensity.

Activities

1. Look through a fashion magazine. Select one garment with each of the following:
   vertical straight lines
   horizontal straight lines
   diagonal lines
   curved lines
   How do the different lines affect the impression of the garment? (Do they create the effect of greater height, slimness, etc.?)

2. From the magazine, choose several different outfits. Describe the silhouette each creates, and explain the elements of the outfit that appear to be its dominant features.

3. Select different colors of garments. Describe the associations or effects the colors have—for example, do bright vivid colors appear playful, are the blues calming?

4. Think about your wardrobe and the outfits you feel you look best in. What colors are those outfits? There are probably a few dominant colors you look best in. These are your "best colors." Compare your best colors with those of others in your class. For those who share your best colors, do they also share your characteristics, such as hair color, complexion, and eye color? Were you aware of your own best colors?

Assignment 7: Merchandise: Promotion and Presentation

Questions

1. What activities are included in promotion?

   Promotion includes any activity used to influence the sale of merchandise, services, or ideas.

2. In addition to selling products, what do promotional activities do?

   Promotional activities create an image for the store, generate customer loyalty and interest, and inform and educate the public about trends and available products.

3. What is advertising?

   Advertising is a promotional activity that communicates a sales message through one of the mass media, such as television or newspapers.

4. How do you measure the effectiveness of advertising?

   Advertising effectiveness is measured through sales increases.

5. What is necessary for potential customers to be affected by advertising?

   Customers must have a need for the product or be persuaded they have a need, and they must be able to afford the product.

6. Define *promotional* and *institutional advertising*.

Promotional advertising tells customers about a particular item in order to entice them to buy it; institutional advertising tries to create a good image for the advertiser with the hope that in the long run the image will result in more customer activity.

7. On what are advertising decisions based?

   The size of market you want to reach; the target market or type of potential customer; and how much money you have to spend all influence advertising decisions.

8. How do national, regional, and local advertising differ?

   National advertising is appropriate for products that appeal to people all over the country. Regional advertising promotes products appropriate to certain climates or regional tastes. Local advertising is done by individual stores.

9. What are displays intended to do?

   Displays show merchandise in such a manner that it attracts the attention of customers and induces them to buy the item displayed.

10. What are the different types of window displays?

    Window displays include open-back, partial-background, and full-background.

Activities

1. Choose an item or a group of related items that are typically sold in department stores. Keeping in mind that good advertising tells potential customers about the unique advantages of a product, develop an advertising message for your item or items (for example, great price, trendiness or popularity, usefulness, etc.).

2. For your advertisement, determine the size of the market you wish to reach and the type of person or target market for your product.

3. Using your information from Activity 2, decide which advertising media you will use—radio, television, newspaper, magazines, other? List your reasons for choosing the media you will use.

4. Would your product be suited to a special event? List some possible events, and explain how they might help sell your product.

5. Develop a display for your product. Tell how you would display it (on mannequins, racks, etc.), with what other items, and with what kinds of props or other visual additions.

Assignment 8: Women's Merchandise: Promotion and Presentation

Questions

1. What are the six categories of women's apparel?

   The categories are dresses; separates and sportswear; coats, jackets, and suits; intimate apparel; formal wear; and swimwear and specialized sports clothing.

2. What are the three basic horizontal designs for women's dresses?

   The three basic horizontal designs are the natural waistline, the high or empire line, and the dropped waistline.

3. What are the vertical, or no-horizontal, designs?

   These designs include the princess, shift, and sheath styles.

4. Explain why customers are likely to be careful when making a decision to purchase a coat, jacket, or suit.

   These garments generally cost more than others and are likely to be worn over an extended period of time.

5. What are the two meanings of the word *jacket*?

   A jacket can be part of a suit; or, if for outerwear, it will usually be a shorter garment.

6. What are some ways that suits can vary?

   Suits vary in the length of their jackets and skirts; their inclusion of either pants or skirts; the style and length of the sleeves; the number of pieces; and the materials used.

7. What are the three divisions of intimate apparel?

   The three divisions of intimate apparel are daywear, nightwear, and loungewear.

8. What items do the sportswear and separates departments include?

   These departments include skirts, blouses, sweaters, pants, vests, and shirts.

9. What are some fashion accessories for women?

   Fashion accessories include purses, belts, gloves, scarves, hosiery, jewelry, hats.

10. What basic promotion and presentation techniques are used to sell women's apparel?

    These include advertising, special events, and displays.

11. What are the categories of interior displays?

    The categories are open; closed; wall, ledge, suspended, or platform; and model rooms.

12. For what type of merchandise are closed displays appropriate? Why?

    Closed displays are appropriate for expensive or delicate merchandise. They prevent the customer from handling and examining delicate merchandise, and create a certain aura of quality and value for the merchandise.

13. How are model room displays used?

    Model rooms reproduce an environment like that in which certain merchandise might be used, they create a certain atmosphere, or they develop a theme.

14. What are some of the factors to consider when choosing items for displays?

    Remember to change items often, using things that are popular for the season. Choose items based on timeliness, current sales appeal, visual appeal, and adaptability to display.

Activities

1. Visit a department store. Tour the women's department and list the different categories of women's apparel they carry (from question #1). See if their categories are the same or different.

2. Find three different ads for women's apparel in your local paper. (Sunday might be the best day to do this.) Note what types of merchandise are being advertised. Are these the "hottest," trendy items, or are they basics?

3. Compare advertisements for items with the displays of the items at local stores. Are the same items featured in the ads and in the displays?

4. At a department store, see how many different types of displays you can identify. What kinds of merchandise are featured in the different types of displays? (Is expensive jewelry in closed displays? Are fashion items and accessories shown in group displays?)

Assignment 9: Men's Merchandise: Promotion and Presentation

Questions

1. List the categories in men's apparel and furnishings.

   Categories include suits, coats, and sports jackets; and shirts, gloves, socks, underwear, pajamas, and belts.

2. How are men's coats and suits size graded?

   Men's coats and suits are graded according to chest measurement and height.

3. How are men's dress shirts sized?

   Dress shirts are sized by neck size and sleeve length.

4. What kinds of lines in garments are used to lengthen or slim?

   Vertical lines and angled diagonal lines are used to lengthen or slim.

5. What kinds of lines are used to decrease height and add weight?

   Horizontal lines are used for these purposes.

6. What variations are found in men's suit coats?

   Variations include with or without vest; double- or single-breasted; lapel size and length; arrangement of pockets; cuts at the waist; and side or center vents.

7. What are some indicators of quality in menswear?

   Indicators of quality are that collar points should be matched in length, width, and pattern; stitching should be clean, uniformly gauged, and continuous, with threads trimmed; buttonholes should be cleanly cut and reinforced; pockets should be tacked in corners; fabric pattern should match from pocket to fabric below and at collar points and where front openings come together; colors should be even throughout.

8. What are good points to stress in the promotion and presentation of men's apparel?

   Points to stress include convenience and value.

9. What factors do you consider in choosing items to feature in a display?

   Factors to consider are timeliness, current sales, attractiveness, adaptability to display, and the needs and preferences of customers.

Activities

1. Visit a local department store. List the different categories of menswear it carries.

2. Note what types of displays are used in the men's department. List the types of displays and the items featured in each. Are the items appropriate for the type of display? Why or why not?

Assignment 10: Children's Merchandise: Promotion and Presentation

Questions

1. What categories are included in children's merchandise?

   Categories include infants', toddlers', girls', and boys' merchandise.

2. Who are many of the buyers in the infants' department?

   Buyers include mothers-to-be, new mothers, and grandmothers.

3. What is a baby's first wardrobe called? What basics does it include?

   A baby's first wardrobe is called a layette. It includes essential clothing, bedding, and other items.

4. What age range is included in toddlers' clothing?

   The age range is one to three years old.

5. What is a good guide for determining size in the toddlers' department?

   Weight is a good guide.

6. What is the size range in the girls' and boys' departments?

   The size range is 3 to 6x.

7. What is the main difference in promotion of infants' merchandise and promotion of boys' and girls' merchandise?

   The main difference is that for infants' merchandise, you are promoting to adults, while with boys' and girls' merchandise, the children themselves are beginning to have opinions about their clothes and become fashion conscious.

8. What are important considerations in the presentation of infants' merchandise?

   The important considerations are to help customers determine the right items and sizes.

Activities

1. Visit the infants' department at a local store. Compare the merchandise against the basic layette checklist in this assignment. Note which items the store carries and which it does not. Note some sample prices and total up the cost for a basic layette.

2. Visit the toddlers' and the boys' and girls' departments at a local store. See if you can identify smaller versions of some of the current fashion trends mentioned in earlier assignments. For example, are clothes in these departments primarily in certain trendy colors?

3. Look for ads for infants', toddlers', or boys' and girls' merchandise in newspapers and magazines. For each ad, can you tell the audience at which it is aimed? Are most of the ads for this merchandise aimed at adults or children?

4. Compare the display methods used in the infants', toddlers', and the girls' and boys' departments. Note which methods are used in which departments and the items featured. Can you explain any differences?

Assignment 11: Shoes

Questions

1. What in manufacturing affects the price of shoes?

   Price is affected by the number of steps done by hand.

2. Name the five steps of the shoe manufacturing process.

   The five steps are cutting, fitting, lasting, bottoming, and finishing.

3. What is one of the most expensive upper materials for shoes, and why?

   Leather is one of the most expensive upper materials because it is cut one layer at a time.

4. What is a last?

   A last is a model of the foot—one each for the left and right feet—of specific width and size.

5. Name three elements of shoe fashion.

   Elements of shoe fashion are design, color, and materials.

6. What are two important points to the selling process?

   To aid selling, the cost must be within the means of the customer, and there must be a proper fit.

7. What is the proper way to fit shoes?

   Visually judge the characteristics of the customer's foot. Look for specific problems and adjust the length or width accordingly. Feel the toes, heels, and width, and have the customer walk in the shoes.

Activities

1. Visit a shoe store or a shoe department in a department store. Identify as many types of shoes as you can. Prepare a list of the types, materials, and sizes available, together with stock numbers.

2. Observe the visual merchandising used in a shoe store or shoe department. Report on it.

3. Look for ads for shoe stores and shoe departments. Report on how the ads appeal to customers.

Assignment 12: Preparing Marketing Plans

Questions

1. What is merchandising?

   Merchandising is the planning involved in marketing or offering for sale the right merchandise at the right place, at the right time, in the right quantity, and at the right price.

2. What is marketing?

   Marketing is the total effort that will transfer goods from point-of-manufacture to ultimate purchase by the consumer.

3. What is a marketing plan?

   A marketing plan is a detailed statement of the procedures by which marketing objectives are to be realized.

4. What is a merchandising plan?

   A merchandising plan is a forecast of your store's gross margin, or the difference between what you pay for merchandise and what you sell it for.

5. What are the basics to preparing marketing and merchandising plans?

   Basics include situational analysis, setting of goals and objectives, formulating a message, identifying the target market, setting strategies, budgeting, and measurement and evaluation.

6. From where does information for situational analysis come?

Information comes from personal observation, research, and competitive analysis.

7. What should situational analysis include?

   Situational analysis should include information about how your store is doing, information about your customers, and information about your competitors.

8. What are primary and secondary research?

   In primary research, new, specific information comes from surveys of shoppers by mail, by phone, and by direct contact in the store. Secondary information comes from such sources as reports by chambers of commerce and the government.

9. In order to make your message most effective, what questions should you ask?

   Questions to ask are:
   - What reaction do I want from my audience?
   - What is the principal thought I want them to remember?
   - What is it about the product or message that will help the audience believe that principal thought?
   - What else is happening in the marketplace, and what perceptions do people have that will affect my message and how they receive it?

10. What are some common strategies?

    Common strategies include advertising of new merchandise, seasonal merchandise, or sales on the radio and in newspapers, and holding special events.

11. What is a cooperative promotion?

    In a cooperative promotion, the retailer and the manufacturer or another vendor share the cost.

Activities

1. Choose a specific department of fashion apparel—for example, women's dresses, men's coats and suits, or infants' wear. Write out a hypothetical marketing plan for that department. You will not be able to include some of the pieces of the plan, but do include goals (sales targets, for example), a target market description, a promotional message, and strategies.

2. Call promotion departments at local stores and ask if they can share with you marketing plans from past seasons. Compare these with your hypothetical plan. Would you make changes in your plan based on the samples from the actual store? Indicate what those changes would be.

Assignment 13: Selling

Questions

1. What is selling?

   Selling is the transfer of goods or services to another person in exchange for something of value, usually money.

2. What factors are necessary to sell successfully?

   To sell successfully, you must be meeting the needs of customers and benefiting them in some way.

3. What things should you know in fashion sales?

   You should have knowledge of the merchandise, current fashion trends, fashion terminology, your merchandise in particular, and "people skills."

4. What does making a sale require? List the steps.

   The steps are taking your customer through a series of stages leading up to the purchase: gaining the prospect's attention; gaining his or her interest in the product; finding a way to make the product desirable in the customer's mind; and having the prospect take action.

5. What are the different approaches to a customer?

   Approaches include a simple greeting, offering your services, and the merchandise approach.

6. What are ways of closing the sale?

   To close the sale, suggest items to go with a selected item; offer a positive choice; ask whether customer wants to pay cash or charge the purchase.

7. What is the difference between a customer and a client?

   A customer is someone who makes a purchase; a client is someone who makes purchases on a regular basis.

Activities

1. Select a specific department of the store—women's accessories, intimate apparel, etc. Write out a practice approach to customers. Include your greeting, possible suggestions for interesting them in specific merchandise, and possible ways to close a sale.

2. Visit a local department store and walk into several different departments. Note the greetings used by the salespeople. Write them down after you leave the department. Which ones seemed the most effective? The least effective? Why?

Assignment 14: Inventory Control

Questions

1. What is the role of the receiving department?

   This department is responsible for the flow of goods after they reach the store.

2. What are reasons orders may be refused?

Reasons for refusing orders are that they are delivered at a later date than promised; the price has been increased without approval; the shipment does not match the order in items or quantity; or merchandise is damaged.

3. What is done in the marking room?

   In the marking room merchandise is unpacked and tagged with the selling price, and clerks ready it for the floor.

4. What are direct checks of quality and quantity? Spot checks?

   With direct checks, every item is compared with the invoice; with spot checks, randomly selected items are checked, but the entire shipment is checked only if errors are found.

5. What are the different types of tickets used on merchandise?

   These include hangtags and pressure-sensitive tickets.

6. What chores does stockkeeping include?

   Stockkeeping includes keeping merchandise on the floor clean and orderly, and racks and shelves looking well stocked and properly sorted.

7. How is merchandise organized on the floor?

   Merchandise on the floor is organized by size, type, style, or color. It can be on hangers, on shelves, or in cabinets or bins.

Activities

1. Visit a local department store and find out what tasks related to inventory control or stock maintenance are done in the receiving room or stock room. Report on what you learn.

2. Report on what tasks related to inventory control or stock maintenance are done on the sales floor.

Assignment 15: Loss Prevention

Questions

1. What two ways can stores lose money?

   Stores lose money through error and theft.

2. What are some methods used to prevent shoplifting?

   Methods to prevent shoplifting include uniformed security guards, plainclothes security guards, camera surveillance, electronic surveillance, and customer service.

3. What is the most common method of electronic surveillance?

The most common method consists of placing sensors on merchandise and having monitors at the store's entrances.

4. What is probably the most effective loss prevention method?

   Probably the most effective method of preventing loss is good customer service.

Assignment 16: Trends—Past, Present, and Future

Questions

1. What are four significant historical fashion periods?

   Four significant historical fashion periods are Egyptian, ancient Greek, Roman, and the Renaissance.

2. What significant fashion developments are associated with each decade of the 1900s?

   teens—tailored looks for women, assembly-line productions
   '20s—flashy and fun, wristwatches, short hair, hats, costume jewelry
   '30s—basic black, shirtwaist dresses
   '40s—no ruffles and one pocket on dresses, short military jackets, tropical prints, jeans
   '50s—casual clothes, synthetics, mink stoles, gloves
   '60s—anything goes, miniskirts, boots
   '70s—basics, pantsuits for women, tailored suits for work for women, natural look
   '80s—classics, "yuppie" look, variety

3. Why do we wear clothes?

   Clothes protect us from heat, cold, and the other elements; they also communicate.

4. What does clothing communicate?

   Clothing communicates standard of living, status, occupation, hobbies, and moods.

5. What trends affect fashion today?

   Trends that affect fashion are less leisure time, less customer loyalty, more competition, and fewer and larger owners of stores.

6. What are some fashion trends today?

   Designers and manufacturers are listening more to the consumer; there is greater variety and flexibility; regional designers are prominent; sensible clothes are popular.